

## COMMISSION ON TEACHER CREDENTIALING

12 Ninth Street  
Sacramento, California 95814-7000  
(916) 445-0184  
FAX (916) 327-3166




OFFICE OF THE EXECUTIVE SECRETARY

94-9406

DATE: March 22, 1994

TO: School District and County Office Superintendents,  
And Others Interested in Credential Waivers and  
Emergency Permits

FROM:  Philip A. Fitch, Ed.D., Executive Director

RE: Changes in Laws Governing Credential Waivers and  
Emergency Permits, Commission Advisory, Workshops

Enclosed is an Advisory explaining changes in the laws governing credential waivers and emergency permits. The Legislature has authorized the Commission on Teacher Credentialing to approve requests to waive laws or regulations governing educator preparation and licensing. At the same time, the Legislature has specified that after June 30, 1994, no provisions of the Education Code sections comprising the Bergeson Act (Sections 44200-44370, which govern educator preparation and licensing) may be waived by the State Board of Education under its general waiver authority; all such waivers must be approved by the Commission. The Commission will exercise its new waiver authority beginning July 1, 1994; local education agencies and others are invited to submit requests for waivers prior to this date.

The Advisory presents in detail the procedures the Commission will use to review requests for waivers of credential requirements or for emergency permits. The Commission will be holding workshops regarding the new system of credential waivers and emergency permits at several locations statewide in April of 1994 (please see enclosed workshop list). Personnel administrators, SELPA Directors and representatives of non-public schools are all encouraged to attend. If you would like additional information, please call the Commission's Information Services Office at (916) 445-7256.

**Emergency Permits and Credential Waivers:**  
**A Program Advisory with**  
**Requirements and Guidelines**

**Commission on Teacher Credentialing**  
**State of California**  
**April 1994**

**Advisory  
Emergency Permits And Credential Waivers**

**New Requirements Enacted by Chapter 1355 (1988)  
Proposed Title 5 Regulations  
Guidance to Local Education Agencies**

**Authored by Linda Bond, Consultant,  
Marilynn Fairgood, Certification Officer,  
Bobbie Fite, Programs Analyst, and  
Bob Salley, Administrator**

**State of California**

**Commission on Teacher Credentialing  
1812 Ninth Street  
Sacramento, CA 95814-7000**

**April 1994**

## COMMISSION ON TEACHER CREDENTIALING

Jerilyn R. Harris, Chair  
Verna B. Dauterive, Vice Chair

Philip A. Fitch, Executive Director

1994

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California State University

## Task Force on Waivers and Emergency Permits

### Commission on Teacher Credentialing

1992-3

#### Members

Lynn Baugher	Administrator, Consolidated Programs	Department of Education
Joel Colbert	Faculty Member	California State University, Dominguez Hills
Jeanne Davis	Director, Special Education	Corona-Norco Unified School District
Maya Decker	Teacher	Newport-Mesa Unified School District
Mary Dougherty	School Board Member	Arcadia Unified School District
Gregory A. Hearn	Superintendent	San Benito Union High School District
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Katie Morrison-Gold	Vice Principal	Ramona Unified School District
LaVerne Ricchio	Personnel Administrator	Los Angeles Unified School District
Alice Watkins	Associate Dean	California State University, Los Angeles
Bruce Williams	Teacher	Los Angeles Unified School District

#### Staff

Linda Bond	Consultant	Professional Services
Marilynn Fairgood	Certification Officer	Licensing
Bobbie Fite	Programs Analyst	Licensing
Bob Salley	Administrator	Professional Services

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## **I. Overview**

### ***Commission Authority to Grant Waivers Created: State Board Authority to Use Their General Waiver Authority to Grant Credential Waivers Terminated***

Since 1979, California law has allowed local governing boards to request the State Board of Education to waive virtually any provision of the Education Code or any Board regulation. Since 1970, state laws have authorized colleges and universities to develop experimental and alternative educator preparation programs, both of which are expressly exempt from the requirements that apply to "conventional" programs. In 1988, as part of legislation to restructure teacher preparation and licensing in California (Chapter 1355, Statutes of 1988, the "Bergeson Act"), the Legislature authorized the Commission on Teacher Credentialing (CTC) to approve requests to waive laws or regulations governing teacher preparation and licensing. After June 30, 1994, no provision of the Education Code sections comprising the Bergeson Act (Sections 44200-44370) may be waived by the State Board of Education under its general waiver authority; all such waivers must be approved by the Commission. The law (Education Code Section 44225(m), as amended first by the Bergeson Act, and then by SB 322 (Morgan, Chapter 378 Statutes of 1993) reads:

**The Commission shall review requests from school districts, private schools, county offices of education, postsecondary institutions, and individual applicants for the waiver of one or more of the provisions of this chapter. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been completed by the credential candidate or candidates affected or that a waiver is necessary to accomplish any of the following:**

- (1) Give a local education agency one semester or less to address unanticipated, immediate, short-term shortages of fully qualified educators by assigning a teacher who holds a basic teaching credential to teach outside of his or her credential authorization, with the teacher's consent.**
- (2) Provide credential candidates additional time to complete a credential requirement.**

- (3) Allow local school districts or schools to implement an education reform or restructuring plan.
- (4) Temporarily exempt from a specified credential requirement small, geographically isolated regions with severely limited ability to develop personnel.
- (5) Provide other temporary exemptions when deemed appropriate by the commission.

No provision in this chapter may be waived under Sections 33050 and 33051, after June 30, 1994, by the State Board of Education.

*New Requirements for Emergency Permit Holders and the Education Agencies That Employ Them.*

The Bergeson Act also established new requirements for emergency permit holders and the education agencies that employ them (Education Code Section 44300). The law specifies that commencing January 1, 1990, any person holding an emergency teaching or specialist permit shall:

- a. attend an orientation to the curriculum and to techniques of instruction and classroom management;
- b. teach only with the assistance and guidance of a certificated employee of the district who has completed at least three years of full-time teaching experience, or the equivalent; and
- c. participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed educator in the subject area or areas of his or her assignment.

The law also requires the agency employing the emergency teacher to verify that any employee applying to renew an emergency permit is meeting the required training



requirements. The above requirements do not apply to emergency substitutes or to credentialed teachers who have consented to teach temporarily outside of their field of certification.

### ***New Title 5 Regulations to Implement The Legal Requirements Governing Waivers and Emergency Permits***

In November of 1993 the Commission on Teacher Credentialing adopted Title 5 regulations to establish procedures for review of requests from local education agencies and others for credential waivers, and revise procedures for issuing and renewing emergency permits, consistent with the Bergeson Act. These Title 5 regulations are based upon recommendations from the Commission's Task Force on Waivers and Emergency Permits. The Task Force recommended the following changes in current procedures:

1. Create two new alternatives for entry into the profession by allowing persons to apply directly to the Commission for a credential based upon preparation equivalent to California statutes and regulations, and by authorizing local education agencies to provide training for first-time emergency permit holders that will qualify for permit renewal.
2. Decrease paperwork requirements on local education agencies by eliminating the requirement that a "Statement of Need" for emergency permit teachers be submitted to the Commission with each and every application. Instead, provide that a single statement shall be submitted annually.
3. Encourage more of those serving on credential exemptions to progress toward full certification, for example, by making it easier for persons assigned to special education classrooms to obtain an emergency credential.
4. Address new statutory mandates enacted by The Bergeson Act (Chapter 1355 of 1988), including requirements that certain categories of emergency permit holders receive an orientation to teaching, and support, assistance and training in their assignments.
5. Decentralize aspects of waiver review procedures, while strengthening waiver monitoring.

The changes recommended by the Task Force and outlined above are incorporated in the new Title 5 regulations (please see Appendix A).

### ***This Advisory***

This advisory is designed to assist local governing boards, administrators, teachers and others to meet the requirements of laws governing credential waivers, emergency permits and personnel assignment. It was developed with

the assistance of the Commission's Task Force on Waivers and Emergency Permits, and is intended to inform school districts developing local approaches as they:

1. improve learning among students assigned to teachers serving on waivers or emergency permits;
2. develop better teachers serving on exemptions;
3. retain promising teachers serving on exemptions;
4. address state laws governing personnel assignment and misassignment.

The Overview in Section I describes the purpose and content of this advisory. Section II provides information on **credential waivers**, including the types of circumstances that lend themselves to waivers rather than emergency permits. Section III addresses **emergency permits** and describes who is eligible to apply for a permit. Section IV details the new requirements for emergency permit teachers established by Chapter 1355 of 1988 (known as the "Bergeson Act"), and Section V addresses Title 5 regulations adopted in response to these new statutory requirements. Section VI discusses the need to make distinctions among educators serving on waivers or emergency permits while matching local development approaches to the particular needs of individuals. Section VII of the Advisory describes the new opportunities available to local education agencies in assisting first-year emergency permit holders to progress toward full certification. Local agencies should note that the Title 5 regulations give local agencies substantial flexibility to design local approaches in educator development under a "Plan to Develop Fully Qualified Educators". The regulations also allow districts with approved plans to take additional steps to streamline and decentralize procedures for assigning emergency permit holders.

The Advisory contains six appendices: Appendix A contains the Title 5 Regulations to Govern Emergency Permits; Appendix B outlines existing statutory options for the certification and assignment of educators, including assignment outside of a credential area; and Appendix C contains Title 5 Regulations to govern credential waivers. Appendix D summarizes the lessons learned from induction programs, including the California New Teacher Project. These lessons may prove useful to local agencies addressing the need to provide support and assistance to emergency permit holders as required by Chapter 1355. Appendix E provides guidelines for employers and others applying for waivers, along with sample forms. Appendix F offers sample forms for use by employers seeking emergency permits. Readers may want to note that the advisory uses the term "credential exemptions" to refer to waivers of credential requirements and use of emergency permits.

### ***Goal of Educator Licensing: Competent and Caring Educators for Every Public School Classroom in California***

California citizens are increasingly dependent on the effectiveness of their education to succeed in their occupations, civic lives and avocations. The

quality of teaching and learning for today's students depends on the preparation and qualifications of our professional educators. According to education policy researchers Linda Darling-Hammond and Arthur E. Wise, research demonstrates that fully prepared and certified teachers are more effective in producing student learning than teachers without professional preparation. Furthermore, they contend, this research shows that, in addition to basic subject-matter knowledge, the extent and quality of pedagogical training that makes a significant difference in teacher effectiveness.

The Commission envisions a time when all members of the education profession are prepared on the basis of rigorous standards, supported effectively during the initial years of service, assessed comprehensively as part of the certification process, and active in pursuing professional development throughout their careers. When these circumstances prevail, all California students will be taught by educators who are appropriately prepared and credentialed for their assignments.

### ***Need for Exemptions from Credential Laws and Regulations***

Occasionally exemptions from credential laws and regulations are necessary to respond to the realities confronting local schools. Exemptions, such as emergency permits or waivers of specific credential requirements, are needed when persons holding appropriate credentials are not available and existing staff are not legally certified to be assigned to a particular subject area, grade level or group of students. In these cases, exemptions provide the only vehicle to insure that California public schools have sufficient teaching personnel. Such exemptions should therefore be available to local districts as a "last resort".

Credential exemptions may be granted to local education agencies to address special circumstances, such as geographic isolation, unanticipated changes in student enrollment, or a limited candidate pool. It may be appropriate to exempt teaching staff from specific requirements while they take steps to obtain or demonstrate competence. Other exemptions may be warranted when schools or districts engage in systematic efforts to reform or restructure schooling or when the state encourages local initiatives to improve teaching and learning.

## II. WAIVERS IN EDUCATOR PREPARATION AND CREDENTIALING

### A. *Who May Request a Waiver*

Education Code Section 44225(m) of the Bergeson Act requires the Commission on Teacher Credentialing to "review requests from school districts, county offices of education, private schools, postsecondary institutions, and individual applicants for the waiver of one or more of the provisions" governing educator preparation and credentialing contained in the Bergeson Act. This Education Code Section, as amended by Chapter 378, Statutes of 1993 (SB 322, Morgan), authorizes the Commission to grant a waiver when equivalent preparation will be, or has been, completed by a candidate, when local agencies need to temporarily reassign credentialed personnel to high need areas, or when local agencies need more flexibility in personnel assignment as part of a local reform or restructuring plan.

### B. **Waivers That Are Under the Authority of the Commission on Teacher Credentialing**

Only those waivers that have to do with educator preparation and credentialing are under the legal authority of the Commission. All other categories of waivers remain with the State Board of Education. The following are examples of credential areas and requirements that come under the waiver authority of the Commission:

#### A. For All Credentials and Permits

- CBEST
- Baccalaureate degree requirement
- Experience requirements
- Subject matter verification

#### B. Special Education Credentials and Certificates

- Credentials for Special Day Classes for learning handicapped, severely handicapped, seriously emotionally disturbed, communication handicapped, physically handicapped and visually handicapped.
- Services credentials for speech and hearing therapists
- Resource Specialist certificates
- Special Education substitutes
- Adapted physical education credentials

#### C. All Other Credentials and Permits, Including

- Reading Specialists (Miller-Unruh)
- Services (Administration and Pupil Personnel)
- Library Media
- School Nurse
- Driver Education and Driver Training
- Bilingual credentials

### ***Waivers That Are Part of a Schoolwide Restructuring Plan***

Some waivers involve credentials but are part of a larger effort to implement a specialized plan or program. For example a credential issue may arise as one of several issues that lend themselves to waivers necessary to implement a schoolwide restructuring effort. The Commission believes that such waivers are logically addressed in the context of the schoolwide restructuring plan, and will refer any such waiver requests to the Department of Education's Office of Regional Programs and Special Projects. Meanwhile, if schools or districts simply want to *facilitate the assignment of educators* outside of their credential authorization, for example, as they reorganize personnel to implement *Caught In the Middle*, *Second to None* or *It's Elementary*, they may request a variable term waiver from the Commission, or use a short-term waiver locally.

In summary, starting July 1, 1994, general waiver requests that have expressly to do with educator preparation and credentialing, with the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment, will be under the legal authority of the Commission on Teacher Credentialing; all other waivers will remain under the legal authority of the State Board of Education or Superintendent of Public Instruction. *If school district personnel have questions about waivers they are encouraged to call the Commission's Information Services Office at (916) 445-7256.*

### ***Exclusive Representatives: Statement of Agreement or Disagreement With Waiver Requests***

The exclusive representative of employees in a school district or county office may offer a written statement agreeing or disagreeing with a waiver request submitted to a local governing board or administrator. Exclusive representatives, and representatives of parents, educators, other school employees or others are welcome to submit a written statement of agreement or disagreement with the justification for any waiver request submitted to the Commission. Any interested party is welcome to testify before a Committee of the Commission or the Commission itself when a waiver request is reviewed.

### ***The Role of Special Education Local Plan Areas (SELPAs) in Advising Employing Agencies and the Commission Regarding Waivers Requested***

Currently Special Education Local Plan Areas (SELPAs) take an active role in assisting employing agencies with special education personnel issues. Part of this assistance involves advising local agencies, and the state, regarding requests for waivers of special education credential requirements. The Commission encourages SELPAs to continue this assistance. Employing agencies will be asked to continue to consult with their regional SELPA regarding requests for special education waivers. In turn, the Commission will seek advice from the appropriate SELPA regarding any request within that region for a waiver of special education credential requirements.



### C. When to Request a Waiver from the Commission and When to Use Another Approach to Personnel Assignment

#### *When to Request a Waiver Rather Than an Emergency Permit*

In anticipation of the implementation of its waiver authority, the Commission has adopted regulations pertaining to the review and approval of waivers. These regulations can be found in Appendix C of this advisory.

The Bergeson Act was intended to eliminate the duplication and confusion which has resulted from having two credential exemption systems--waivers and emergency permits, which often overlapped. The Commission has made an effort to streamline the exemption review process while clarifying the specific purposes of each exemption system. The law, again as amended by Chapter 378, Statutes of 1993 (SB 322, Morgan), specifies the following purposes for which waivers, rather than emergency permits, may be granted:

1. to give local governing boards one semester or less to address unanticipated, immediate, short-term shortages of appropriately credentialed educators by assigning teachers holding a basic credential to teach outside of their credential authorizations (with the teachers consent);
2. to provide credential candidates additional time to complete a requirement, for example, to permit credentialed special educators to complete requirements to become Resource Specialists;
3. to allow local agencies to implement an education reform or restructuring effort;
4. to temporarily exempt from certain state requirements for educator preparation and licensing, geographically isolated regions with severely limited ability to develop personnel; and
5. to provide other specific, temporary exemptions requested by local education agencies or others when deemed appropriate by the Commission.

Under the waiver regulations, "short-term" waivers of one semester or less as described under 1, above, may be approved by a local governing board, provided that information concerning each waiver is forwarded annually through the County Office of Education to the Commission. The regulations specify that school districts requiring waivers extending beyond one semester may apply to the Commission for a "variable term" waiver. Applications for variable term waivers may include a request that the waiver remain in place for a term of one or more years.

Local agencies should note that, since the regulations governing emergency permits allow local agencies to sponsor a range of new personnel development alternatives for first-year emergency permit holders, waivers identified under 4, above, will be granted only to the most severely isolated districts. For additional information, please see Appendix C of this Advisory, "Title 5 Regulations Governing Credential Waivers".

### ***When to Conduct A Local Review Rather Than Request a Waiver***

Current law offers education agencies a variety of alternatives for local review of the qualifications of certificated personnel to teach outside of their credential authorization. The use of any of these alternatives is voluntary with local school districts. Local governing boards have the authority to determine which alternatives, if any, they choose to use to assign teachers. Before seeking a waiver or emergency permit, local education agencies might consider a local review, for example, convening a Committee on Assignment (authorized by Education Code Section 44258.7) to determine the qualifications of a credentialed educator to teach outside of his or her credential authorization. A local Committee on Assignment could determine which teachers are best able to teach subject matter areas not covered by credentials, such as certain foreign languages. Teachers deemed qualified by a Committee on Assignment may be assigned to teach outside of their credential authorization for up to forty percent of their total teaching assignment.

Other local options available to education agencies in assigning certificated educators outside of their credential authorizations are outlined in Appendix B of this Advisory, "Existing Regulations Governing the Assignment of Teachers to Teach Specific Subjects in Middle, Junior High, and High Schools." School administrators should note that most of the options outlined require approval of the assignment alternative by the governing board and the consent of the teacher. Such assignments are limited to the district that has approved the assignment option. For additional information on personnel assignment, please see the Commission's *Administrator Assignment Manual*.

### ***When to Apply to the Commission for a Credential Based Upon Equivalent Preparation Rather Than Request a Waiver***

Currently the Commission reviews credential applications from persons who completed their preparation out of state to determine if the preparation is equivalent to that required of California candidates. Under Title 5 regulations adopted by the Commission, this option will become available to California residents. Rather than seek a waiver or emergency permit, persons who can clearly demonstrate preparation equivalent to that required by credential laws and regulations might consider applying directly to the Commission for a credential. Individuals submitting applications directly may provide documentation of equivalent preparation in the form of credentials awarded in other states, performance assessments, or portfolios demonstrating teaching experience or other supervised training and experience. Unlike assignments based upon local assignment options, waivers or emergency permits, credentials granted as a result of direct application will authorize the holder to teach anywhere in the state.

*This option is not intended to allow large numbers of applicants to bypass conventional university preparation programs. Therefore, the criteria for approval of such an application will be rigorous. Since this option involves new state funding to support panels of professional reviewers, it may not be implemented during the first year of Commission waiver operations.*

***Waivers for 20-40 Day Substitutes: When to Grant A Waiver Request Locally and When to Apply to the Commission***

Numerous waivers have been requested in the past for persons serving as "20-40 day special education substitutes". Under the Title 5 regulations, waivers for "20-40 day" special education substitutes can be granted by local school districts or the Commission, depending upon the circumstances. A school district will be able to assign a teacher to a special education classroom for up to one semester under a local waiver, provided the teacher holds a basic (elementary or secondary) teaching credential. Such a "short-term" waiver may be granted one time only to any given teacher, and must be reported to the county office. If the district wants to assign an individual to serve as a substitute in a special education classroom and the individual does not hold a basic credential, the district may apply to the Commission for a "variable term" waiver. A variable term waiver will be valid for one year, unless the district requests a longer period of validity and the Commission agrees. (The Commission may decline to grant a waiver for more than a year to any person who does not have, or is not working toward, a basic credential.) In order to renew a variable term waiver, the district must show that the individual is enrolled in a program of professional preparation leading to the credential appropriate for the teacher's assignment.



# FLOW CHART

## WAIVERS

Short-Term  
Locally Approved  
(one semester or less)



Variable Term  
CTC Approved  
(one to several years)

## EMERGENCY PERMITS

District/County Completes  
*"Notice of Need for Fully  
Qualified Educators"*

District/County/SELPA decide if they will  
submit a "Plan to Develop Fully Qualified  
Educators" to offer support, assistance or  
an alternative route to certification

**Year 1: Orientation, Support**

**Year 2: 1st Renewal**  
Requires proof of orientation, sup-  
port and enrollment in traditional or  
alternative credential program



**Subsequent Years -**  
Renewal requires completion of 6 units  
or 120 hours in university-approved  
traditional or alternative program.

# Integrated System of Waivers and Emergency Permits

## CREDENTIAL TRACK

Candidate Does Not Hold a  
Basic Credential

B.A. Degree

Subject Matter Competence

California Basic Skills Exam

Emergency or Interm  
Permit

Professional Preparation  
(Traditional or Alternative Route)

Basic Credential

Emergency Specialist Permit

Specialist Credential

Equivalent  
Preparation

## WAIVERS

Candidate Does  
Not Hold a Basic  
Credential

District Severely  
Isolated

Candidate Does  
Hold a Basic  
Credential

Temporary Relief

Short-Term Waiver

Local Reform Plan

Time to Complete

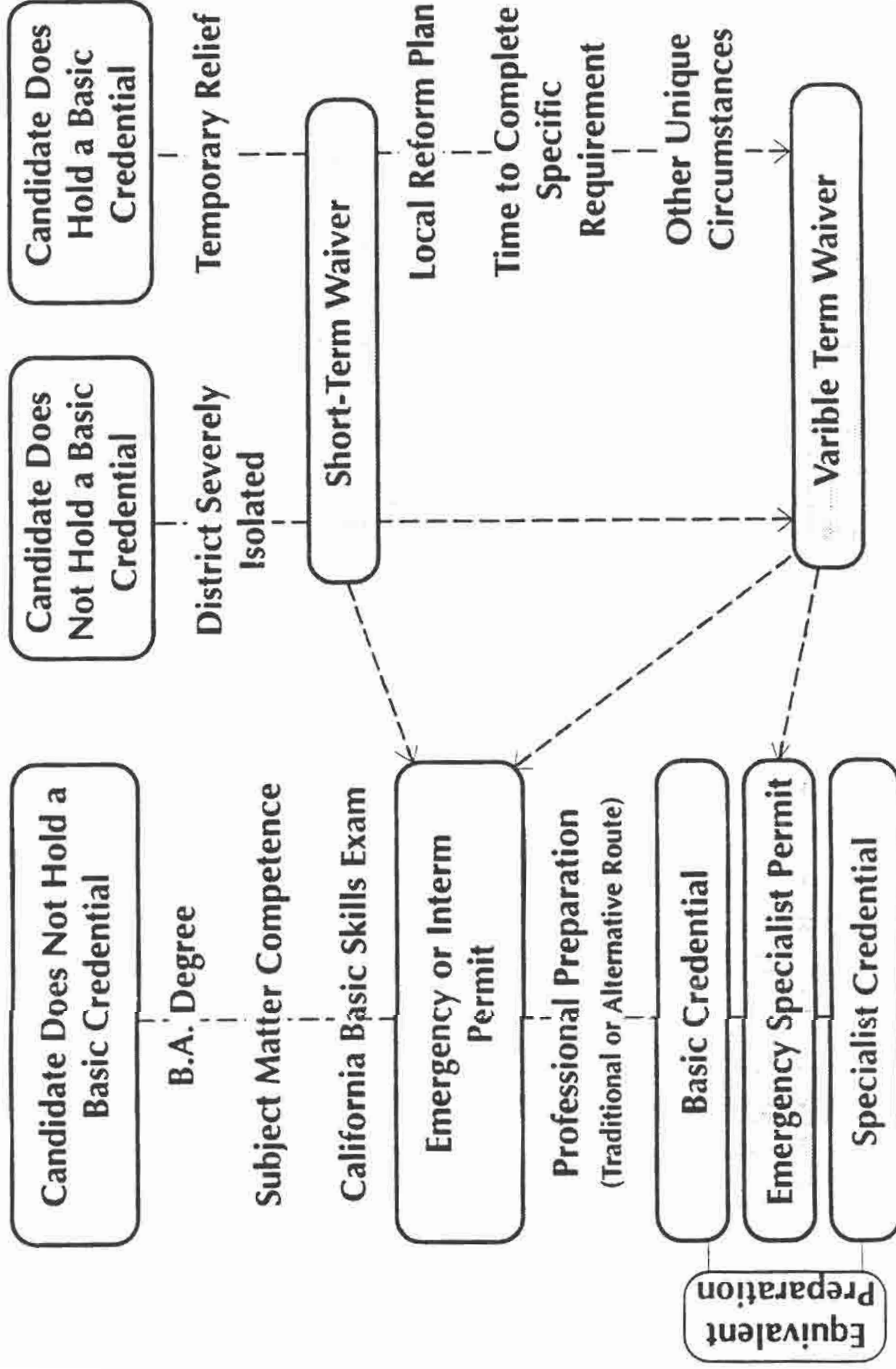
Specific

Requirement

Other Unique

Circumstances

Variable Term Waiver



### III. EMERGENCY PERMITS

#### *Requirements for Emergency Permits (Education Code Section 44300)*

Emergency permits are generally requested to provide credential candidates with additional time to complete credential requirements. Emergency permits (previously called emergency credentials) are issued at the request of a school district, county office of education or state agency when no credentialed person is available for a position or when those available do not meet the specified employment criteria established for the position. Service on an emergency permit is restricted to the employing agency.

In order to obtain a multiple or single subject emergency permit for an individual the employing agency must justify the need for emergency permit holders to the Commission and show that an applicant:

- (1) has a bachelors degree from a regionally accredited college or university;
- (2) has successfully completed coursework in the subject to be taught as specified under Education Code Section 44301, or has passed the appropriate subject matter competency examination in the subject; or will take the examination at the next available administration; and
- (3) has passed the state basics skills proficiency test.

### IV. NEW REQUIREMENTS FOR EMERGENCY TEACHERS ESTABLISHED BY THE BERGESON ACT

Section 44300 of the Education Code, enacted by the Bergeson Act and amended by Senate Bill 322 of 1993 (Morgan), established new requirements for emergency permit holders and the education agencies that employ them. The law specifies that commencing January 1, 1990, any person holding an emergency teaching or specialist permit shall:

- a. attend an orientation to the curriculum and to techniques of instruction and classroom management;
- b. teach only with the assistance and guidance of a certificated employee of the district who has completed at least three years of full-time teaching experience, or the equivalent; and
- c. participate in ongoing training, coursework, or seminars designed to prepare the individual to become a fully credentialed educator in the subject area or areas of his or her assignment.

The law also requires the agency employing the emergency teacher to verify that any employee applying to renew an emergency permit is meeting the required training requirements. The above requirements do not apply to emergency substitutes or to credentialed teachers who have consented to teach temporarily outside of their field of certification.

## V. TITLE 5 REGULATIONS TO IMPLEMENT THE CHANGES IN EMERGENCY PERMITS ESTABLISHED BY THE BERGESON ACT

### *Changes in Title 5 Regulations Governing Emergency Permits*

In November of 1993 the Commission adopted amendments to Title 5 of the California Code of Regulations governing the issuance of emergency permits. The regulations make the following changes in governing emergency permits:

1. Decrease paperwork requirements on local agencies by eliminating the requirement that a statement of need for emergency permit teachers be submitted to the Commission with each and every application; instead, a single statement for all emergency teachers will be submitted annually. Agencies submitting a local Plan to Develop Fully Qualified Educators (See Section VII) may gain approval for additional approaches designed to streamline emergency permit procedures.
2. Expand the range of options for renewing a permit. Individuals employed by agencies with an approved Plan to Develop Fully Qualified Educators may renew an emergency permit by demonstrating completion of either university coursework or intensive professional development completed pursuant to the local plan.
3. Place more educators on a "credential track". By making it easier for teachers, especially those assigned to teach special education, to obtain an emergency permit, many more exemption holders will be on track to obtain a credential.
4. Address new statutory mandates. The regulations respond to the new statutory requirement that emergency permit holders receive specified support, assistance and training.

The text of the emergency permit regulations can be found under Appendix A of this Advisory.

### *Documentation that the District Has Made a Diligent Search for Certificated Teachers: Legal Right of Exclusive Representative to Submit a Written Statement*

The law requires, in Education Code Section 44300(3)(B), that school districts applying for an emergency permit document that a diligent search has been made for certificated teachers, including teachers who are pursuing certification through internships or other alternative routes, but that the district has been unable to recruit a sufficient number of these teachers to meet all staffing requirements. The law, in Education Code Section 44300(b) specifies that the exclusive representative of certificated employees in the district may submit a written statement to the Commission agreeing or disagreeing with the documentation provided by the district regarding the search that has been made for certificated staff.

## VI. MAKING DISTINCTIONS AMONG EDUCATORS SERVING ON WAIVERS OR EMERGENCY PERMITS

Teachers granted exemptions to credential laws and regulations enter the system at different points, bringing different levels of training and experience to their assignments. Some of these educators, such as those who have served in schools out of state, have substantial training and experience not only in teaching, but in the area of their assignment. Others have training and experience in education, but not in the subject area to which they are currently assigned. Still others have little or no training or experience in education. In developing a local approach to educators serving on exemptions, local agencies need to know that Commission regulations governing emergency permits are focused on several different educator populations.

### *Matching Approaches to Certification and Development to the Needs of Educators*

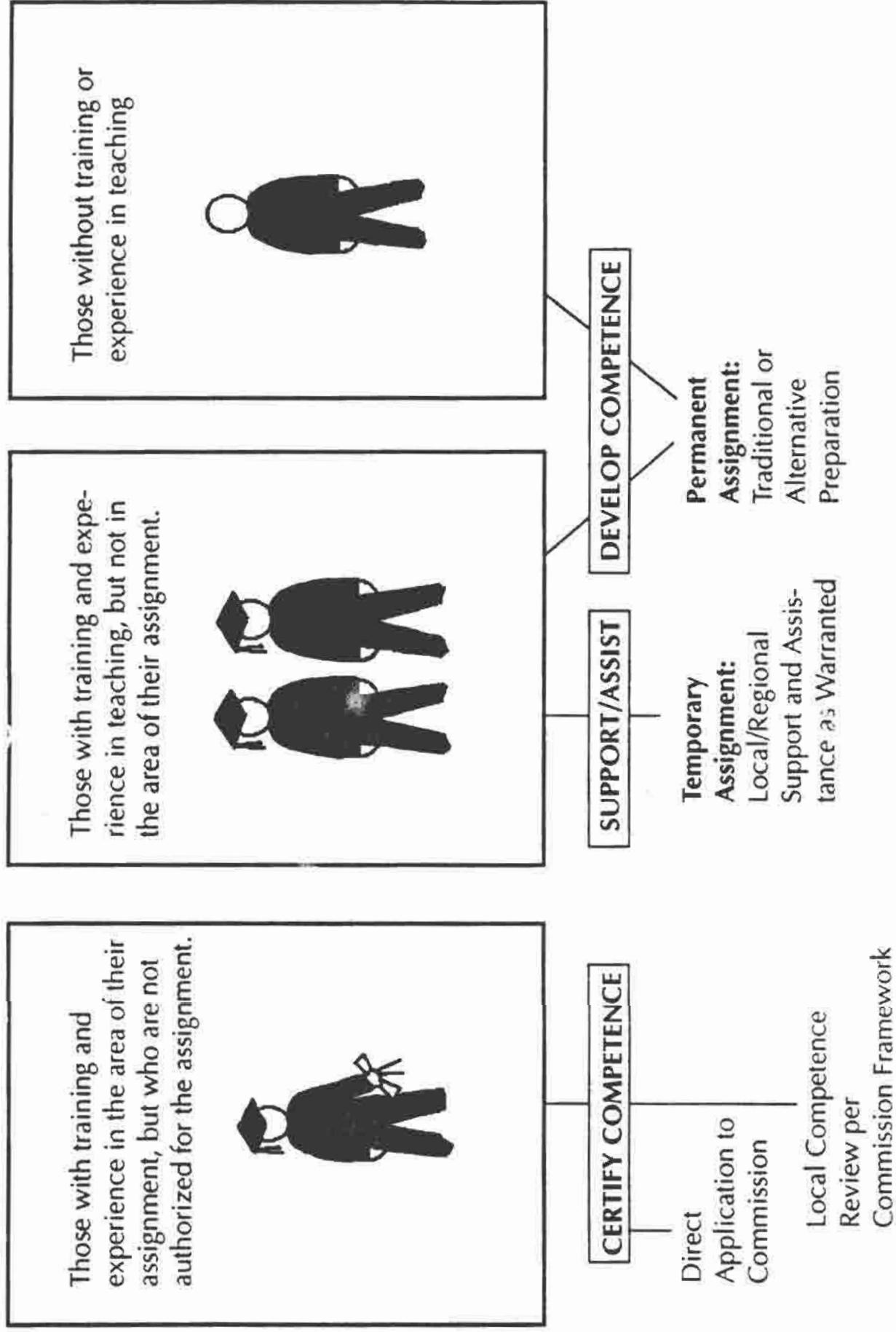
It would be unproductive to interpret the law or regulations in a way that requires a "one size fits all" approach to orientation, support and assistance for educators serving on emergency permits. Therefore, the Commission has identified three distinct populations of educators serving on these exemptions:

1. credentialed persons serving on exemptions who have not completed specific credential requirements for the subject(s) to be taught, but who can demonstrate that they have "equivalent preparation" to serve in an assignment as a result of education, other training or experience;
2. credentialed persons serving on exemptions who have neither training nor experience in the subject(s) to be taught;
3. persons (who are not credentialed) serving on exemptions and who have neither training nor experience in teaching.

When developing local approaches to assist educators holding emergency permits, local education agencies should make use of existing statutes that provide for the assignment or certification of educators who can demonstrate "equivalent preparation" for a given assignment, and appropriate training and development for those who cannot, as follows:

- Educators who have not fulfilled all the formal requirements for an assignment, but who nevertheless can demonstrate "equivalent preparation" in the subject(s), can be assigned following local review of their knowledge and skills. For additional information on existing assignment options please see Appendix B, which displays various options available to local governing boards in assigning educators.
- Educators who are credentialed but assigned temporarily out of their subject matter area can be offered support and assistance as

# Making Distinctions Among Exemption Holders





warranted, for example, assistance from a teacher who is trained and experienced in the area of the assignment.

- Individuals who are neither trained nor experienced are in the greatest need of the orientation, support, assistance, and professional preparation required by Education Code Section 44300 and the Title 5 regulations.

## VII. EXPANDING THE RANGE OF APPROACHES TO EDUCATOR DEVELOPMENT

According to research conducted for the California New Teacher Project by Far West Laboratory, school districts in California vary greatly in their ability to attract and retain appropriately credentialed personnel. While some districts have access to a pool of potential employees who are all fully credentialed and who have the qualities, skills and talents needed to educate the students in the district, other districts have serious difficulty recruiting the number of teachers needed to serve their students. Commission studies show that the inequities in hiring and assigning staff impact certain students and subject areas more than others. An inadequate candidate pool exists for educators needed to serve students enrolled in math and science courses, limited English proficient pupils, special education students, and students in schools with large numbers of disadvantaged pupils. As a consequence, these students may be more likely to be taught by educators serving on credential exemptions.

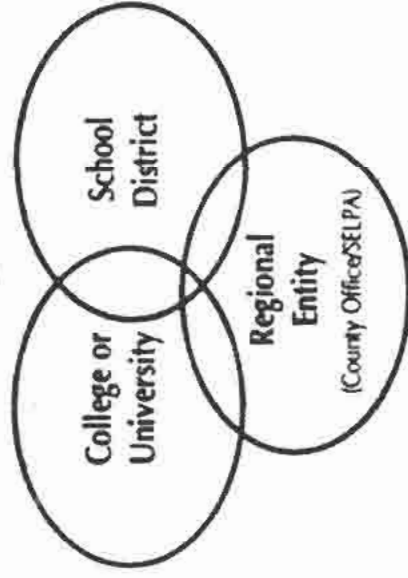
Expanding the statewide pool of credentialed personnel may affect the ability of these districts to staff their schools with educators who are prepared for their assignments. Realistically, however, the state must recognize that local agencies need substantial support and assistance in developing educators who are dedicated to meeting the needs of their students and staying in the school district, but who have not yet completed credential requirements. The new approach to waivers and emergency permits is designed to provide the flexibility local education agencies need to create local and regional approaches designed to assist aspiring educators as they progress toward completing requirements for their assignments.

The Title 5 Regulations governing emergency permit holders will allow educators to select from a wide variety of approaches to development implemented under an approved "Plan to Develop Fully Qualified Educators". The emergency permit regulations are part of a larger effort by the Commission to encourage the state to devote attention and resources to local approaches designed to recruit, prepare, support and assist aspiring educators as they progress toward full competence. For example, the Commission successfully sponsored the Beginning Teacher Support and Assessment Program (enacted by Chapter 1245, Statutes of 1992) to provide \$5 million in state funds to support local efforts to support, assist, assess and retain beginning teachers; and AB 1161 (Quackenbush, Chapter 1147, Statutes of 1993) to earmark \$2 million in the 1993-94 State Budget for expansion of district and university internship programs.

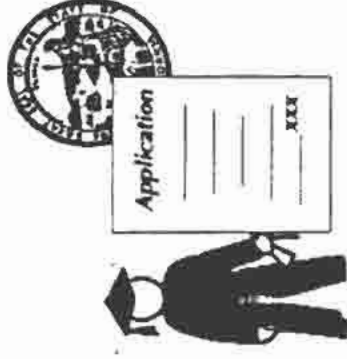
# Expanding the Range of Approaches to Educator Development

Pathways into teaching for high school students, paraprofessionals, career professionals

## Collaborative Preparation Programs



## Direct Application to CTC



## Distance Learning



## Other Alternatives per "Plan to Develop Fully Qualified Educators"





### *Plans To Develop Fully Qualified Educators*

The Title 5 regulations on emergency permits encourage local school districts to collaborate with the regional Special Education Local Plan Area (SELPA), the County Office of Education, one or more colleges or universities, and other education entities as appropriate to develop and implement a "Plan to Develop Fully Qualified Educators". School districts that receive Commission approval for such a plan will be granted substantial local autonomy to prepare and assign personnel. In addition, educators in these districts will be able to renew an emergency permit one time by engaging in any one of a range of approaches to educator development, rather than being restricted to university courses only. Educators serving on emergency permits will be able to choose options such as the following, to the extent that one or more of these options is included in the district Plan to Develop Fully Qualified Educators:

- collaborative preparation programs between a college or university and one or more school districts;
- expanded use of District Intern programs;
- expanded use of University Internship programs;
- expanded opportunities for use of local assessments in teacher assignment, to include, for example, portfolios, observation and performance assessments through a local or regional assessment process;
- county-sponsored intensive professional development programs;
- Special Education Local Plan Area (SELPA)-sponsored intensive professional development programs;
- off-site educator preparation programs, which might be modeled after University of California Agricultural Extension, where traveling experts provide training and development for practitioners at their work sites; and
- expanded use of educational technology in educator preparation, for example, distance learning.

Local education agencies with a Commission-approved Plan to Develop Fully Qualified Educators can substantially reduce the time, money and paperwork that have been devoted to *processing* requests for exemptions. As a result, these education agencies can shift personnel and monetary resources to *developing needed personnel* by engaging in local efforts to train, assist, support and assess aspiring educators.

## Appendix A

### Title 5 Regulations to Govern Emergency Permits

November 4, 1993

#### Article 2. Credential Types, Authorizations and Requirements

##### ~~80023. Emergency Credentials.~~

The following general provisions apply to all Emergency Credentials:—

- ~~(a) An Emergency Credential issued between July 1st and January 31st of the following year shall be issued for not more than one year and shall terminate on the June 30th following issuance of the credential. An Emergency Credential issued between February 1st and June 30th shall be issued for not more than one year and shall terminate on the January 31st following issuance of the credential.~~
- ~~(b) Any Emergency Credential issued must be in lieu of a regular credential authorized by the Education Code.~~
- ~~(c) The service authorized by all emergency credentials and permits, except the emergency permit for 30 day substitute teaching service, shall be rendered only in the school district that prepared and submitted the Statement of Need form. The service authorized by the Emergency Permit for 30 day substitute teaching service may be rendered in any classroom within a district that has a completed Statement of Need on file at the district office for the school year. The Statement of Need shall contain the information described in Section 80026, Subsections (a), excepting the approval of the county superintendent of schools for any district prepared Statement of Need, (c), and (e). Further, a county may complete and file a Statement of Need for county-operated schools.~~
- ~~(d) Application for Emergency Credentials and Permits shall not be submitted prior to August 15th of the ensuing school year unless the authorization is for a summer school or year round school assignment.~~
- ~~(e) Commencing on February 1, 1983, the Commission shall not issue initially or renew an emergency credential other than the one year nonrenewable credential provided for in Education Code Section 44252(b)(3) for out-of-state applicants, unless the applicant has passed the California Basic Education Skills Test.~~
- ~~(f) For the emergency credentials described in Sections 80024.1, 80024.2, 80024.5 and 80025, the Declaration of Insufficiency shall state that, based on a factual report, the Board of Education finds there is an insufficient number of candidates for any or all of these emergency credentials who hold baccalaureate degrees. The declaration shall be made by the governing board of the employing district or county in the form of a motion adopted at a regularly scheduled public meeting of that board and entered into the minutes of that meeting. The factual report on which the declaration is based shall be submitted to the Commission office with each application requiring the declaration, along with the statement of need specified in Section 80026, and a copy of the actual declaration. The factual report shall be submitted on a form provided by the Commission and shall include the following information:—~~
  - ~~(1) The approximate number of individuals that the district or county will need to employ on an emergency credential of the type or types specified in the declaration of insufficiency;—~~

- (2) ~~The number of individuals who have contacted the district or county about employment and who may be available to fill the anticipated vacancies, reported according to the following criteria:—~~
- ~~(A) Individuals who have a baccalaureate degree and a valid California teaching credential which does not specifically authorize the needed service, or—~~
  - ~~(B) Individuals who have a baccalaureate degree from a regionally accredited college or university, but do not have a valid California teaching credential, or—~~
  - ~~(C) Individuals who do not have a baccalaureate degree, but have completed a minimum of 90 semester units of collegiate work at a regionally accredited college or university.—~~
- (3) ~~What the district or county has done and will continue to do to recruit appropriately credentialed personnel to fill the anticipated vacancies. In the event that an insufficient number of appropriately credentialed personnel are available, what the district or county will do to recruit individuals with other valid California teaching credentials, individuals with acceptable baccalaureate degrees, and, finally, individuals with a minimum of 90 semester units, in that order of priority.—~~
- (4) ~~The anticipated duration of the emergency, how this duration was determined, and the actions the district or county intends to take to alleviate the emergency situation prior to the commencement of the following school year.—~~

NOTE: Authority Cited: Sections 44225(b), 44252.5 and 44254, Education Code. Reference: Sections 44252 and 44254, Education Code. (Filed 7-29-83; effective thirtieth day thereafter; Register 83, No. 31).—

### 80023. Types of Emergency Permits.

The following types of emergency permits are governed by the provisions of Sections 80023.1 through 80026-56, inclusive, except 80025

- (a) Emergency Multiple Subject Teaching Permit.
- (b) Emergency Multiple Subject Teaching Permit with a Bilingual Crosscultural Emphasis.
- (c) Emergency Single Subject Teaching Permit with an authorization to teach one or more of the subjects identified in Education Code Section 44282.
- (d) Emergency Single Subject Teaching Permit with a Bilingual Crosscultural Emphasis with an authority to teach one or more subjects identified in Education Code Section 44282.
- (e) Emergency Specialist Instruction Permit for Teaching the Learning Handicapped.
- (f) Emergency Specialist Instruction Permit for Teaching the Severely Handicapped.
- (g) Emergency Specialist Instruction Permit for Teaching the Physically Handicapped.
- (h) Emergency Specialist Instruction Permit for Teaching the Communication Handicapped.

- (i) Emergency Specialist Instruction Permit for Teaching the Visually Handicapped.
- (j) Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization.
- (k) Emergency Library Media Teacher Services Permit.

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

### 80023.1. General Provisions Governing Emergency Permits.

The provisions of this section shall apply to all emergency permits specified in Section 80023.

- (a) Terms that are used in Sections 80023 through 80027, inclusive, are defined as follows:
  - (1) The terms "employing agency" and "local education agency" mean the school district, county office of education, or school operating under the direction of a California state agency, which submits an emergency permit application to the Commission in order to employ the applicant.
  - (2) "Applicant" is the individual for whom an emergency permit application is submitted.
  - (3) "Regionally accredited college or university" means an institution of postsecondary education accredited by a regional accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education. In California the regional accrediting body is the Western Association of Schools and Colleges (WASC).
  - (4) "Related credential" refers to the credential~~s~~ that provides the same authorization as a particular emergency permit.
- (b) The following entities may submit emergency permit applications. Each application shall be submitted to the Commission on behalf of the applicant.
  - (1) Public school districts in California.
  - (2) County offices of education or county superintendents of schools in California.
  - (3) Schools that operate under the direction of a California state agency, including publicly-subsidized private schools.
- (c) Emergency permits are valid for the length of time specified as follows:
  - (1) An emergency permit issued between July 1 and the following January 31 shall expire on June 30 following the date of issuance.
  - (2) An emergency permit issued between February 1 and June 30 shall expire on January 31 following the date of issuance.
- (d) Teaching or service authorized by an emergency permit shall be restricted to schools operated by the employing agency that requested the permit.

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

### 80023.2. General Requirements for the Initial Issuance of Emergency Permits.

The following requirements apply to the initial issuance of ~~any~~ all emergency permits specified in Section 80023.

- (a) The applicant must possess a baccalaureate or higher degree from a regionally accredited college or university.
- (b) The applicant must verify passage of the California Basic Educational Skills Test (CBEST), ~~unless he or she holds a valid California teaching credential issued on the basis of a baccalaureate degree and professional preparation, including student teaching, exempt by statutes or regulations.~~
- (c) The applicant must satisfy ~~all~~ the requirements for the permit being requested as ~~provided~~ specified in Title 5, California Code of Regulations, Sections 80024.1 through 80024.6.
- (d) The employing agency must ~~annually~~ submit a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026, ~~unless the employing agency has an approved Plan to Develop Fully Qualified Educators as described in Section 80026.4 that provides for submission of such notice less frequently.~~
- (e) If the applicant does not already have fingerprint clearance on file with the Commission, the permit application must include two fingerprint cards and the Character and Identification Clearance Form (41-CIC), and fee(s). No permit will be issued until the clearance process is completed.
- (f) Issuance of an emergency permit also requires the submission of a complete application packet, including ~~Form 41-4 and an Employment Statement~~, payment of the fee(s) required by Section 80487, and other documents required by the Commission to verify completion of all requirements for the emergency permit.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

#### **80024.1. Emergency Multiple ~~and~~ or Single Subject Teaching ~~Credentials~~ Permits.**

- (a) Requirements ~~Each application~~ Requirements for the initial issuance of ~~the an~~ Emergency Multiple ~~and~~ or Single Subject Teaching Permits ~~must meet~~ include all of the following ~~requirements~~:
  - (1) The applicant and the employing agency must meet the following academic qualifications: general requirements specified in Section 80023.2.
    - (A) ~~Completion of a baccalaureate degree from a regionally accredited college or university;~~
    - (B) ~~Or, until January 1, 1985, completion of at least 90 semester units of collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.~~



- (2) The applicant must apply for entrance or be admitted to a regionally accredited college or university with a Commission-approved program for the related credential, or demonstrate intent to enroll within a reasonable period of time. ~~If the applicant qualifies for and selects the staff development option described in subsection (b)(2), a letter from the employer verifying such action will meet the requirement of this section.~~
- (3) The applicant must ~~submit the Statement of Need described in Section 80026; a completed credential application form; the fee as specified in Section 80487; transcripts of the academic qualifications specified in (a)(1) of this section; a letter from the applicant demonstrating intent to enroll in a regionally accredited college or university within a reasonable period of time or a letter from the employer verifying that the employee qualifies for and has selected the staff development option; and personal identification on duplicate fingerprint cards~~ verify subject matter competence by one of the following:
- (A) Possession of a valid California teaching credential that requires a baccalaureate degree and a professional preparation program including student teaching; or
  - (B) Passage Completion of the appropriate subject matter examinations(s) approved by the Commission for the related credential; or
  - (C) Successful Completion of the specified number of semester units, or equivalent quarter units, of appropriate course work taken at a regionally accredited college or university as follows:
    - 1. For the Emergency Single Subject Teaching Permit, at least 18 semester units, or nine upper division or graduate semester units, or of course work in the subject to be taught; or
    - 2. For the Emergency Multiple Subject Teaching Permit, at least 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three subject areas and an additional 10 semester units in a combination of two of the remaining subject areas. The subject areas are as follows: language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development; or
  - (D) Certification by the employing agency of all of the following:
    - 1. the applicant has not had an opportunity to take the appropriate subject matter examinations -(s); and
    - 2. the applicant will take the appropriate subject matter examination(s) at its/their the next regularly scheduled administration, and
    - 3. the employing agency will discontinue employment of the applicant eight weeks after the date on which the test final examination(s) is administered if the applicant does not provide evidence of having passed the examination(s).

- (b) To renew an Emergency Multiple or Single Subject Teaching Permit, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.

~~Requirements Each application for renewal of the Emergency Multiple and Single Subject Teaching Credentials Permits must meet all of the following requirements:~~

- ~~(1) The applicant and the employing agency must meet the following academic qualifications: requirements for renewal of emergency permits specified in Section 80026.6.~~
  - ~~(A) Completion of a baccalaureate degree from a regionally accredited college or university; or, until January 1, 1985;—~~
  - ~~(B) Or, until January 1, 1985, completion of at least 90 semester units of collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.—~~
- ~~(2) Six semester units of collegiate work leading to a degree and/or credential. Applicants renewing an emergency single subject teaching credential, in areas designated by the Commission as a category of high need, and who have demonstrated subject matter competency, either by the possession of a degree with a major or minor in the authorized field or by passage of the relevant subject matter examination or proof of work experience of at least two years which utilized the skills and the knowledge of the authorized field, may substitute 120 hours of staff development, verified by the employing agency, for the six semester units of collegiate work. Such 120 hours must be an individualized program which may include supervised teaching and directed self-evaluation of that teaching, directed observation of other classrooms, or planned participation in and evaluation of curriculum development projects, workshops or conferences. The employing district shall ensure that staff development programs, provided under these provisions, shall address the skills of classroom management, educational program planning, and instructional strategies.—~~
- ~~(3) The applicant must be admitted to a regionally accredited college or university or to a Commission approved program, or obtain a letter from the college or university showing good cause for non-admission other than academic disqualification. If the applicant qualified for and selects the staff development option described in subsection (b)(2), a letter from the employer verifying such action will meet the requirement of this section.—~~
- ~~(4) The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; the fee as specified in Section 80487; transcripts of the academic qualifications specified in (b)(1) of this section; transcripts of the completion of the coursework requirements or a letter from the employing agency verifying completion of the 120 hours of staff development specified in (b)(2) of this section; and letters or other verification of college admission as specified in (b)(3) of this section.—~~

- (c) Authorization.:

- (1) The An Emergency Multiple Subject Teaching Credential Permit authorizes the holder to teach in any self-contained classroom; preschool; kindergarten and grades 1-12, inclusive; or in classes organized

~~primarily for adults same service as a Multiple Subject Teaching Credential.~~

- (2) ~~The An Emergency Single Subject Teaching Credential Permit authorizes the holder to teach any subject in his or her authorized field(s) at any grade level; preschool; kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults the same service as a Single Subject Teaching Credential in the authorized field(s) listed on the permit .~~

(d) ~~For the purposes of this section:~~

- (1) ~~"Category of high need" means one or more statutory Single Subject categories in which the number of persons who are qualified and willing to accept teaching positions is less than the number of positions to be filled;~~
- (2) ~~"Proof of work experience" means either statement of the facts under penalty of perjury or documentary evidence from employers certifying experience;~~
- (3) ~~"Authorized field" means the subject matter which the credential holder is legally entitled to teach;~~
- (4) ~~"Relevant subject matter" means the one or more particular subject matters included in the authorized field and tested for by one or more examinations administered by the Commission or its authorized agent and designed to test the subject matter competence of persons to teach at the grade levels 7-12.~~

NOTE: Authority cited: Section 44225(b)(g), Education Code. Reference: ~~Section 44254 Sections 44225, subdivisions (d) and (g), and 44300 Education Code. (Filed 6-27-84; effective thirtieth day thereafter; Register 84; No. 26).~~

**80024.2. Emergency Multiple and or Single Subject Teaching Permit with a Bilingual Emphasis Teaching Credentials.**

(a) ~~Requirements for the initial issuance of the an Emergency Multiple and or Single Subject Teaching Permit with a Bilingual Emphasis Teaching Credentials include all of the following:~~

- (1) ~~The applicant and the employing agency must meet the following academic qualifications: general requirements specified in Section 80023.2.~~
  - (A) ~~Completion of a baccalaureate degree from a regionally accredited college or university; or, until January 1, 1985,~~
  - (B) ~~Completion of at least 90 semester units of university collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.~~
- (2) ~~The applicant must verify one of the following: demonstrate competence in aural understanding, speaking, reading, and writing in a language other than English, to be listed on the credential, and understanding of the culture associated with that language. These competencies shall be demonstrated by one of the following procedures:~~



- ~~(A) Passing an examination covering each of the specified areas of competence in the language and culture. Such examination shall be designated by the Commission on Teacher Credentialing; or~~
- (A) Passage in the target language of the oral language component of the Bilingual Certificate of Competence examination,
- (B) ~~Passing~~ Passage in the target language of an assessment covering each of the specified areas of competence in the oral language proficiency and culture administered by a Commission-approved California college or university with a Commission-approved bilingual emphasis program, or
- (C) ~~Passing~~ Passage in the target language of an assessment covering each of the specified areas of competence in oral language proficiency and culture by a panel(s) consisting of five three bilingual certificated teachers certificated in the target language and appointed by the governing board of a local educational agency or county superintendent of schools.
- ~~(3) The applicant must successfully complete either of the following:—~~
  - ~~(A) Three semester hours of coursework, or its equivalent, in methods, techniques, and materials used in bilingual classroom instruction earned in a teacher preparation institution approved by the Commission; or~~
  - ~~(B) An in-service program of instruction in methods, techniques, and materials used in bilingual classroom instruction provided that the program is approved by a local educational agency or a county superintendent of schools.—~~
- ~~(4) The applicant must meet either of the following service requirements:—~~
  - ~~(A) Have served in a bilingual classroom setting in a public school providing direct instructional services for a minimum of two years or equivalent; or~~
  - ~~(B) Be currently serving as a paraprofessional providing direct instructional services in a bilingual classroom.—~~
- (5)(3) The applicant must apply for entrance or be admitted to a regionally accredited college or university with a Commission-approved program for the related credential, or demonstrate intent to enroll within a reasonable period of time.
- ~~(6) The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; the fee(s) as specified in Section 80487; transcripts of the academic qualifications specified in (a)(1) of this section; written verification of requirements described in (a)(2), (3), (4), and (5) of this section; and personal identification on duplicate fingerprint cards.—~~
- (b) To renew an Emergency Multiple or Single Subject Teaching Permit with a Bilingual Emphasis, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.
- Requirements for Renewal of the Emergency Multiple and Single Subject Bilingual Emphasis Credential.—
  - ~~(1) The applicant must meet the following academic qualifications:—~~
    - ~~(A) Completion of a baccalaureate degree from a regionally accredited college or university, or, until January 1, 1985,—~~

- ~~(B) Completion of at least 90 semester units of collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.~~
- ~~(2) Six semester units of collegiate work leading to a degree and/or credential.~~
- ~~(3) The applicant must be admitted to a regionally accredited college or university, or to a Commission approved program, or obtain a letter from the college or university showing good cause for non admission other than academic disqualification.~~
- ~~(4) The applicant must submit the Statement of Need described in Section 80026; a completed application form; the fee as specified in Section 80487; transcripts of the academic qualifications specified in (b)(1) of this section; transcripts of the completion of coursework requirements specified in (b)(2) of this section; and a letter verifying college admission specified in (b)(3) of this section.~~
- (c) Authorization.
- (1) The An Emergency Multiple Subject Teaching Permit with a Bilingual Emphasis Teaching Credential authorizes the holder to teach limited and non-English speaking students in any self-contained classroom; pre-school; kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults same service as a Multiple Subject Teaching Credential with a Bilingual Emphasis in the target language(s) listed on the permit.
- (2) The An Emergency Single Subject Teaching Permit with a Bilingual Emphasis Teaching Credential authorizes the holder to teach limited and non-English speaking students in subject(s) which the applicant is academically competent to teach at any grade level; preschool; kindergarten and grades 1-12 inclusive; or in classes organized primarily for adults same service as a Single Subject Teaching Credential with a Bilingual Emphasis in the target language(s) and authorized field(s) listed on the permit.

NOTE: Authority cited: Section 44225(b)(q), Education Code. ~~Reference: Section 44254, Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.~~

80024.3 Emergency Specialist Instruction Credentials Permits for Teaching the in Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, and or the Visually Handicapped.

- (a) Requirements for the initial issuance of ~~the an~~ Emergency Credentials Specialist Instruction Permit for Teaching the in Learning Handicapped, the Severely Handicapped, and the Physically Handicapped, the Communication Handicapped, and or the Visually Handicapped. - include all of the following:

(1) The applicant and the employing agency must meet the general requirements specified in Section 80023.2.

~~(1)(2)~~ Either (A) or (B) below:

(A) The applicant must possess a valid California teaching credential requiring a baccalaureate degree and ~~teacher~~ a professional preparation program, including student teaching, or

(B) The applicant must possess or show eligibility for an out-of-state credential in Special Education requiring a baccalaureate degree, and have completed a program approved by the responsible state licensing agency at a regionally accredited institution.

~~(2)(3)~~ The applicant must apply for entrance or be admitted to a Commission-approved program for the appropriate Special Education Specialist Instruction or basic teaching credential(s), or demonstrate intent to enroll within a reasonable period of time.

~~(3)~~ ~~The applicant must have completed one of the following:—~~

~~(A) At least one year of teaching experience within the past ten years in the area of specialization requested; or—~~

~~(B) At least six semester hours of collegiate course work specifically appropriate to the credential in the area of specialization requested. For the Emergency Specialist Credentials in Communication Handicapped, or Visually Handicapped, the completed course work shall include training in communication systems or adaptive devices appropriate to the disability.—~~

~~(4)~~ ~~The applicant must submit the Statement of Need described in Section 80026; a completed application form; a copy or other verification of the teaching credential specified in (a)(1) of this section; a letter from the applicant demonstrating intent to enroll within a reasonable period of time; letters, transcripts, or other verification of the requirements specified in (a)(3) of this section; the fee as specified in Section 80487; and personal identification on duplicated fingerprint cards, where not previously submitted.—~~

~~(5)~~ (4) Emergency Specialist Instruction Credentials Permits in ~~for teaching~~ the Communication Handicapped and Visually Handicapped ~~will~~ shall not be issued initially after July 1, 1994- 2000.

(b) To renew an Emergency Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, the Physically Handicapped, the Communication Handicapped, or the Visually Handicapped, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.

~~Requirements for the renewal of the Emergency Credentials in Specialist Instruction Permit for Teaching the Learning Handicapped, the Severely Handicapped, and the Physically Handicapped, the Communication Handicapped, and the Visually Handicapped include all of the following:—~~

~~(1) The applicant and the employing agency must meet the general requirements for renewal of emergency permits specified in Section 80026.6, must be admitted to a Commission-approved program for the appropriate credential, or obtain a letter showing good cause for non-admission other than academic disqualification.—~~

~~(2) The applicant must have completed six semester units of collegiate work leading to the appropriate credentials within the previous year.—~~

- (3) ~~The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; the fee as specified in Section 80487; letters or other verification of program admission as specified in (b)(1) of this section; and transcripts of the completion of the course work requirements specified in (b)(2) of this section.~~
- (c) Authorization: The ~~An~~ Emergency Specialist ~~Instruction~~ Credential Permit authorizes the same service as the ~~related~~ clear Specialist Instruction Credential in the authorized field(s) listed on the permit.

NOTE Authority cited: Section 44225(b)(g), Education Code. Reference: ~~Section 44254, Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code. (Filed 1-14-91; operative 1-14-91. Register 91, No. 7).~~

**80024.4. Emergency Clinical or Rehabilitative Services Credential Permit in Language, Speech and Hearing, including the Special Class Authorization.**

- (a) Requirements for the initial issuance of ~~the an~~ Emergency Clinical or Rehabilitative Services Credential Permit in Language, Speech and Hearing, including the Special Class Authorization. ~~include all of the following:~~
- (1) The applicant and the employing agency must meet the general requirements as stated in Section 80023.2.
  - (1) (2) The applicant must ~~have~~ verify either of the following:
    - (A) A Possession of a valid Clinical or Rehabilitative Services Credential in Language, Speech and Hearing; or
    - (B) A Possession of a baccalaureate degree from ~~an~~ regionally accredited institution college or university and successful completion of an organized program of at least two full years or 60 semester units, including a minimum of 75 hours of supervised clinical practice with school-age children, in a regionally accredited college or university, in the area of language, speech and hearing.
  - (2) (3) The applicant must apply for entrance or be admitted to a Commission-approved program for the Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, ~~with~~ including the ~~Special~~ Class ~~Authorization~~, or demonstrate intent to enroll within a reasonable period of time.
  - (3) ~~The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; a copy of the credential or transcripts to verify collegiate work specified in (a)(1) of this section; a letter from the applicant demonstrating intent to enroll within a reasonable period of time; the fee as specified in Section 80487; and personal identification on duplicate fingerprint cards.~~
  - (4) The Emergency Clinical or Rehabilitative Services Credential Permit in Language, Speech and Hearing, including the Special Class Authorization ~~will~~ shall not be issued initially after July 1, 1994 ~~2000~~.
- (b) To renew an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, including the Special Class Authorization, the applicant



and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.

- ~~(b) Requirements for renewal of the Emergency Clinical Rehabilitative Services Credential Permit in Language, Speech and Hearing, including the Special Class Authorization, include all of the following:~~

- ~~(1) The applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6, must be admitted to a Commission approved program for the Clinical Rehabilitative Services Credential in Language, Speech and Hearing, or the Special Class Authorization, or obtain a letter showing good cause for non-admission other than academic disqualification.~~
- ~~(2) The applicant must have completed six semester units of collegiate work leading to the Clinical Rehabilitative Services Credential in Language, Speech and Hearing, or the Special Class Authorization within the previous year.~~
- ~~(3) The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; letters or other verification of program admission as specified in (b)(1) of this section; and transcripts of the completion of the course work requirements specified in (b)(2) of this section; the fee as specified in Section 80487.~~

- ~~(c) Authorization. The An Emergency Clinical or Rehabilitative Services Credential Permit in Language, Speech and Hearing, including the Special Class Authorization, authorizes the holder to same service as an itinerant speech clinician and to serve as the teacher in a class organized for students with severe language disorders a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing, including the Special Class Authorization.~~

NOTE Authority cited: Section 44225(b)(g), Education Code. Reference: Sections 44254 44225 subdivisions (d) and (g), 44,68 and 44300 Education Code, (Filed 1-14-91; operative 1-14-91 effective thirtieth day hereafter; Register 91, No 7).—

#### **80024.5. Emergency Services Credential in Health (School Nurse).**

- ~~(a) Requirements for the initial issuance of the Emergency Services credential in Health (School Nurse).~~

- ~~(1) The applicant must hold current California registration as a nurse (RN).~~
- ~~(2) The applicant must have completed one year of school nursing experience in public schools within the past ten years.~~
- ~~(3) The applicant must meet the following academic qualifications:~~
  - ~~(A) Completion of a baccalaureate degree from a regionally accredited college or university; or, until January 1, 1985,~~
  - ~~(B) Completion of at least 90 semester units of collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.~~
- ~~(4) The applicant must apply for entrance or be admitted to a regionally accredited college or university or demonstrate intent to enroll within a reasonable period of time.~~

- ~~(5) The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; a copy or other verification of the registration specified in (a)(1) of this section; letters or other verification of the experience specified in (a)(2); transcripts of the academic qualifications specified in (a)(3); a letter from the applicant demonstrating intent to enroll in a regionally accredited college or university within a reasonable period of time; the fee as specified in Section 80487; and personal identification on duplicate fingerprint cards.~~
- ~~(6) The Emergency Services Credential in Health (School Nurse) will not be issued on an initial basis after July 1, 1984.~~
- ~~(b) Requirements for renewal of the Emergency Services Credential in Health (School Nurse).~~
  - ~~(1) The applicant must meet the following academic qualifications:—~~
    - ~~(A) Completion of a baccalaureate degree from a regionally accredited college or university; or until January 1, 1985,—~~
    - ~~(B) Completion of at least 90 semester units of collegiate work from a regionally accredited college or university and submission of a declaration by the district or county board of education that there is an insufficient number of candidates for emergency credentials who hold baccalaureate degrees.—~~
  - ~~(2) Six semester units of work leading to a degree and/or the Health Services Credential.~~
  - ~~(3) The applicant must be admitted to a regionally accredited college or university, or to a Commission approved program, or obtain a letter from the college or university showing good cause for non-admission other than academic disqualification.—~~
  - ~~(4) The applicant must submit the Statement of Need described in Section 80026; a completed credential application form; transcripts of the academic qualifications specified in (b)(1) of this section; transcripts of the completion of the coursework requirements specified in (b)(2) of this section; letters or other verification of college admission as specified in (b)(3) of this section; a completed credential application form; and the fee as specified in Section 80487.~~
- ~~(c) Authorization. The Emergency Health Services Credential (School Nurse) authorizes the same service as the preliminary and clear Health Services Credential (School Nurse).—~~

~~NOTE: Authority cited: Section 44225(b), Education Code. Reference: Section 44254, Education Code. (Filed 7-29-83; effective thirtieth day thereafter; Register 83, No. 31).—~~

#### 80024.5. Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing.

- (a) Requirements for the initial issuance of an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing include all of the following:
  - (1) The applicant and the employing agency must meet the general requirements as stated in Section 80023.2.
  - (2) The applicant must verify possession of a baccalaureate degree from a regionally accredited college or university and successful completion of

an organized program of at least two full years or 60 semester units, including a minimum of 75 hours of supervised clinical practice with school-age children, in a regionally accredited college or university, in the area of language, speech and hearing.

(3) The applicant must apply for entrance or be admitted to a Commission-approved program for the Clinical or Rehabilitative Services Credential in Language, Speech and Hearing or demonstrate intent to enroll within a reasonable period of time.

(4) The Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing shall not be issued initially after July 1, 2000.

(b) To renew an Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.

(c) Authorization. An Emergency Clinical or Rehabilitative Services Permit in Language, Speech and Hearing authorizes the same service as a Clinical or Rehabilitative Services Credential in Language, Speech and Hearing.

NOTE Authority cited: Section 44225(q), Education Code. Reference: Sections 44225 subdivisions (d) and (g), 44268 and 44300 Education Code.

#### **80024.6 Emergency Library Media Teacher Services \_\_\_\_\_ Permit.**

(a) Requirements for the initial issuance of the Emergency Library Media Teacher Services Permit are as follows:

(1) ~~for p~~Persons holding a valid California Teaching Credential ~~include must~~ verify all of the following:

~~(1)(A)~~ The applicant and the employing agency must meet the general requirements specified in Section 80023.2.

~~(1)(2)(B)~~ The applicant must possess a valid California Teaching Credential based on a baccalaureate degree and ~~completion of a Commission-approved a~~ professional preparation program, including student teaching, ~~or its equivalent~~.

~~(2)(3)(C)~~ The applicant ~~who holds a valid California Teaching Credential as defined in (1) (2)~~ must verify that the applicant has ~~applied~~ apply for entrance or ~~has been~~ be admitted to a Commission-approved program for the Library Media Teacher Services Credential or ~~intends~~ demonstrate intent to enroll in such a program within a reasonable period of time.

~~(3)~~ The applicant must submit the Statement of Need described in section 80026. In addition, the applicant must comply with all requirements covering emergency credentials as stated in section 80023.

~~(b)(2)~~ Requirements for the initial issuance of the Emergency Library Media Teacher Permit for ~~p~~Persons holding or eligible for a valid service

credential from a state other than California ~~include~~ must verify all of the following:

~~(1)(A)~~ The applicant and the employing agency must meet the general requirements specified in Section 80023.2.

~~(1)(2)(B)~~ The applicant must verify possession of or eligibility for an out-of-state credential or certificate authorizing service as a school librarian.

~~(2)(3)(C)~~ The applicant ~~with the out-of-state credential authorizing service as a school librarian must verify that he or she has applied~~ apply for entrance or ~~has been~~ be admitted to a Commission-approved program for the Library Media Teacher Services Credential or prerequisite teaching credential or ~~intends demonstrate intent~~ to enroll in such a program within a reasonable period of time.

~~(3)~~ The applicant must submit the Statement of Need described in Section 80026. In addition, the applicant must comply with all requirements covering emergency credentials as stated in Section 80023.

~~(b)~~ To renew an Emergency Library Media Teacher Services Permit, the applicant and the employing agency must meet the requirements for renewal of emergency permits specified in Section 80026.6.

~~(c)~~ Requirements for renewal of the Emergency Library Media Teacher Permit include all of the following:

~~(1)~~ The applicant and the employing agency must meet the general requirements for renewal of emergency permits specified in Section 80026.5, must provide evidence that he or she has successfully completed six semester units of college work leading to the Library Media Teacher Credential and/or the California Teaching Credential within the previous year.

~~(2)~~ The applicant must submit the Statement of Need described in section 80026. In addition, the applicant must comply with all requirements covering emergency credentials as stated in section 80023.

~~(d)(c)~~ Authorization. The An Emergency Library Media Teacher Services Permit authorizes the same service as the a clear Library Media Teacher Services Credential, as indicated in section 80053(d).

Note: Authority cited: Section 44225 subsections (b) and (g), Education Code. Reference: Section 44225, Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

(Filed 6-14-90; effective thirtieth day thereafter; Register 90, No. 33).—

#### 80025. Emergency Permit for 30-Day Substitute Teaching Service Permit.

(a) Requirements for the issuance and reissuance of ~~the an~~ Emergency Permit for 30-Day Substitute Teaching Service—Permit: include all of the following:

(1) Completion Possession of a baccalaureate or higher degree from a regionally accredited college or university ~~verified by official transcripts;~~



- (2) Passage of the California Basic Educational Skills Test (CBEST) ~~verified by official verification transcript~~;
  - (3) Submission to the Commission on Teacher Credentialing of a completed credential application form; the fee(s) ~~or fees~~ as specified in Section 80487; and, unless clearance is already on file with the Commission, personal identification on duplicate fingerprint cards and the Application for Character and Identification Clearance.
- (b) Authorization: The Emergency ~~Permit for~~ 30-Day ~~Substitute Teaching service Permit~~ authorizes the holder to serve as a substitute in any classroom; preschool, kindergarten and grades 1-12, inclusive; or in classes organized primarily for adults within each county in which the permit is registered. ~~However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year, provided the employing agency has a completed Statement of Need on file for the school year. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year.~~
- (c) The Statement of Need for 30-day Substitute Teachers must:
- (1) describe the situation or circumstances that necessitate the use of an emergency permit holder, and
  - (2) state that either a credentialed person is not available, or that one or more credentialed persons are available, but do not meet the specified employment criteria established by the employing agency, and
  - (3) be prepared and signed by, as applicable, the superintendent of the employing school district, the superintendent of the employing county if the service will be rendered in county operated schools, or the head of the state agency under which the employing school operates.
- ~~(e)(d) The emergency permit for 30 day substitute teaching service is valid for one year from the date of issuance and expires on the first of that month if issued on the first, and on the first of the following month if issued after the first. However, the holder shall not serve as a substitute for more than 30 days for any one teacher during the school year. An Emergency 30-Day Substitute Teaching Permit is valid for no less than one year and expires one calendar year from the first day of the month immediately following the date of issuance.~~

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(e), 44252(a), 44252(b), 44300, 44332.5(b), 44339, 44340, and 44341, Education Code.

#### 80026.— Statement of Need.—

The Statement of Need shall:

- (a) ~~Be prepared and signed by the county superintendent of schools or be prepared and signed by the superintendent of schools of the district and approved by the county superintendent of schools or prepared and signed by the head of the State agency concerned, as the case may be, through whom the application is submitted.~~
- (b) ~~Specify the names of at least three California colleges or universities or placement agencies that were contacted within the past two weeks to obtain a qualified, credentialed person for the position designated.—~~

- ~~(c) State either that a credentialed person is not available, or that one or more credentialed persons are available, but are not deemed qualified by the district, county superintendent of schools, or State agency, as applicable, to hold the position.~~
- ~~(d) State that the applicant, if granted the credential, will be employed in a specified position. The grade level and the subjects to be taught or the service to be rendered shall be specified.~~
- ~~(e) Describe the situation or circumstances that necessitates the use of an emergency credential holder in the position specified.~~

NOTE: Authority cited: Sections 44232, 44252, 44254, 44263, and 44342, Education Code. Reference: Section 44254, Education Code. (Filed 4-6-81; effective thirtieth day thereafter; Register 81, No. 15).

#### 80026. Declaration of Need for Fully Qualified Educators.

Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit for that agency. The Declaration of Need for Fully Qualified Educators by an employing agency shall be valid for no more than twelve months, and shall expire on the June 30 following its submission to the Commission, unless the employing agency has an approved Plan to Develop Fully Qualified Educators which specifies a period of validity longer than twelve months. The Declaration of Need for Fully Qualified Educators shall be submitted to the Commission on a form to be provided by the Commission, and shall include all of the following information:

- (a) The Title(s) of Emergency Permit(s) That The Employing Agency Anticipates Will Be Requested. This shall include each subject to be listed on Emergency Single Subject Teaching Permits and the target language on an Emergency Multiple Subject or Single Subject *Bilingual Crosscultural Language and Academic Development Emphasis* Teaching Permit with a Bilingual Crosscultural Emphasis. The Declaration of Need for Fully Qualified Educators may be revised by the employing agency, as needed, shall be valid only for the type(s) permits requested and the subject(s) identified on the form.
- (b) Efforts to Recruit Certificated Personnel. This shall include a brief description of efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.
- (c) Efforts by the Employing Agency to Certify, Assign and Develop Fully Qualified Personnel. The Declaration shall:
  - (1) identify the names of institutions of higher education co-sponsoring internships or other certification programs with the *district* employing agency, or, if no such programs exist, briefly explain why; and
  - (2) indicate whether the employing agency has considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4, or if not, briefly explain why.

- (d) Stipulation of Insufficiency of Suitable Applicants. The employing agency shall certify that there is an insufficient number of certificated persons who meet the employing agency's specified employment criteria to fill necessary positions.
- (e) Adoption of the Declaration. The Declaration of Need for Fully Qualified Educators shall be adopted by the governing board of a school district, or by the superintendent of a county office of education or the administrator of a state school.
  - (1) A Declaration of Need for Fully Qualified Educators by a school district shall be adopted by the governing board in a regularly-scheduled, public meeting of the board. The entire Declaration of Need for Fully Qualified Educators shall be included in the board agenda, and shall not be adopted by the board as part of a consent calendar.
  - (2) A superintendent of a county office or state school shall publicly announce his or her intent to adopt a Declaration of Need for Fully Qualified Educators at least 72 hours prior to adopting the Statement. The adopted Statement shall be signed by the superintendent.

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

#### 80026.1. Information to Applicants.

The local education agency shall inform each applicant for an emergency permit specified in Section 80023 of all of the following:

- (a) that the employing agency will provide the orientation, guidance and assistance required by Section 80026.5,
- (b) the name, or if providing the name is not feasible, the position, of the individual responsible for providing the guidance and assistance required by Section 80026.5;
- (c) that, in order to renew an emergency permit, the applicant must be admitted to ~~and enrolled in~~ a Commission-approved professional preparation program, and must complete a minimum of six semester units, or nine quarter units, of course work for the related credential or, for the first renewal, be participating in a professional development program, and complete the equivalent as described in the employing agency's "Plan to Develop Fully Qualified Educators."

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

#### 80026.4 Plan to Develop Fully Qualified Educators.

- (a) Any employing agency may submit a Plan to Develop Fully Qualified Educators to the Commission for approval. Such a Plan shall be developed by the employing agency, in collaboration with a county office of education, regionally accredited college or university, Special Education Local Planning Area, or other public

education entity in the region of the employing agency, as appropriate. The Plan shall describe efforts by the employing agency to:

- (1) recommend to the Commission the certification of personnel who, by virtue of education, training or experience, have been judged by professional certificated educators from the employing agency as competent to serve in an assignment, but are not yet certified to do so;
  - (2) support and assist persons who have training and experience in teaching, but neither training nor experience in the area to which they will be assigned; and
  - (3) provide development activities for persons who have neither training nor experience in teaching, for example, through university or district internships, technologically based learning, or intensive professional development programs.
- (b) Any Plan To Develop Fully Qualified Educators may propose alternatives to enrollment in a Commission-approved preparation program for the first year of development of persons granted an emergency permit for the first time. Such alternatives shall be designed to provide ninety clock hours of professional development and to be equivalent to at least 6 units of course work offered to first-year emergency permit holders by a college or university with an preparation program approved by the Commission. Any such proposed alternatives shall include information on how the performance of applicants for the renewal of an emergency permit shall be ~~demonstrated~~—evaluated.
- (c) Any Plan To Develop Fully Qualified Educators may propose ways for the employing agency to streamline or decentralize existing procedures for the issuance or renewal of any or all of the emergency permits listed in Section 80023 to allow the employing agency to devote more personnel or fiscal resources to supporting, assisting and developing fully qualified educators, and fewer resources to paperwork or other tasks associated with applying for emergency permits.

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

#### 80026.5 Orientation, Guidance and Assistance.

- (a) Orientation, Guidance and Assistance to Holders of the Emergency Teaching Permit. The employing agency shall provide an orientation to teaching for the holders of the emergency teaching permits specified in Section 80023 teachers. Each recipient of an emergency teaching permit that is issued after January 31, 1994 shall attend an orientation when he or she obtains an emergency teaching permit for the first time. The employing agency may vary the nature, content and duration of the orientation to match the amount of training and experience previously completed by emergency permit teachers.
- (1) The orientation to teaching shall include, but not be limited to, an overview of all of the following topics:
    - (A) the curriculum that the emergency permit teacher is expected to teach;



- (B) effective techniques of classroom instruction at the emergency permit teacher's assigned level: ~~preschool, elementary, middle, or secondary, or adult education~~; and
- (C) effective techniques of classroom management at the emergency permit teacher's assigned level: elementary or secondary.
- (2) To the extent reasonably feasible, the orientation to teaching shall occur before the emergency permit teacher begins his or her teaching assignment.
- (b) Commencing July 1, 1994, the employing agency shall assign an experienced educator to guide and assist each holder of an emergency teaching permit specified in Section 80023 teacher. The experienced educator shall:
  - (1) be a certificated employee of the employing agency, or a certificated retiree of a California school district or county office of education; and
  - (2) have completed at least three years of full-time classroom teaching experience, ~~or the equivalent~~.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

#### 80026.6 Requirements for the Renewal of Emergency Permits.

- (a) ~~An application for~~ (The renewal requirements ~~of for~~ an emergency permit identified in Section 80023, Subsections (a) through (k), shall be submitted to the Commission by the employing agency, and ~~shall include all of the following:~~
  - (1) A Credential Application ~~(Form 41-4), including an Employment Statement.~~
  - (2) Payment of the fee(s) required by Section 8048.7.
  - (3) Prior submission of a Declaration of Need for Fully Qualified Educators that satisfies the provisions of Section 80026.
  - (4) Verification that orientation, guidance and assistance have been provided as required in Section 80026.5.
  - (5) The following:
    - (A) admission to and enrollment in a Commission-approved professional preparation program, and ~~(B) completion of at least six semester units (or the equivalent quarter units) of coursework required for issuance of the related credential. ; or~~
    - ~~(B)~~ for the first renewal only, completion of a minimum of ninety hours of professional development activities that are directly related to the subject or class authorized by the emergency permit if the applicant is employed by a employing agency with a Plan to Develop Fully Qualified Educators which has been approved by the Commission.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

80027. Limited ~~(Assignment)~~ Emergency Multiple or Single Subject Teaching Credential— Permit.

- (a) Requirements for the initial issuance of ~~the a~~ Limited ~~(Assignment)~~ Emergency Multiple or Single Subject Teaching Credential Permit include all of the following:

- (1) Applicant is currently employed by the local governing board requesting such assignment.
- (2) Applicant holds a valid California teaching credential based on a baccalaureate degree and ~~completion of~~ a professional preparation program, including student teaching.
- (3) The application is accompanied by the appropriate Commission-approved form signed by the teacher applicant and an appropriate school-district employing agency official verifying consent of both parties; describing briefly the whole assignment which the Emergency credential permit holder authorizes would teach, explaining the situation or circumstances that necessitate the use of an emergency permit holder: stating that either a credentialed person is not available, or that one or more credentialed persons are available, but do not meet the specified employment criteria established for that position by the employing agency; and verifying prior approval of the assignment by the local governing board.
- (4) ~~Submission of~~ The applicant submits the statement of need described in Section 80026(a), (d) and (e); a completed application form; and the fee(s) as specified in Section 80487.

- (b) Requirements for the ~~reissuance~~ renewal of ~~the a~~ Limited ~~(Assignment)~~ Emergency Multiple or Single Subject Teaching Credential Permit. ~~The provisions of this section shall govern the renewal of an Limited Assignment Emergency Multiple or Single Subject Teaching Permit as issued to a fully credentialed teacher who will be teaching outside of the area authorized by his or her credential. A renewed permit shall be valid for one year.~~

- (1) ~~Completion of one of the following:~~

(A) ~~Six semester hours of collegiate coursework leading to the appropriate credential; or~~

(B) ~~Employed teachers with a minimum of five years of teaching experience on a preliminary, clear or life teaching credential may be reissued the credential, on a one-time basis, when all the following are met;~~

1. ~~Completion of a Validation of Staff Development Statement, signed by the employing agency and the applicant, that includes a brief description of the content of the applicant's individual staff development program; a brief description of the means by which the employing agency validated the quality and appropriateness of the applicant's individual staff development program; and a brief description of the manner in which the results of the applicant's staff development program were evaluated.~~

2. ~~90 hours of staff development that is directly related to the subject or class authorized by the Limited (Assignment) Emergency Teaching Credential.~~



- (2) ~~Submission of a completed application that includes verification of the requirements specified in Subsections (a)(1)(2) and (3) above; a statement of need described in Subsection 80026(a), (d) and (e); the fee as specified in Section 80487; and verification of completion of either (b)(1)(A) or (b)(1)(B) above.~~
- (c) ~~The Commission will evaluate the validation of Staff Development Statements received between the effective date of these proposed regulations and July 1, 1987, to determine the degree to which the individual staff development programs have achieved the desired results. Based on that evaluation the Commission will either continue, amend or delete Subsection 80027(b)(1)(B).~~
- (1) Applicant is currently employed by the local governing board requesting such assignment.
- (2) Applicant holds a valid California teaching credential based on a baccalaureate degree and a professional preparation program, including student teaching.
- ~~(1)(3)~~ An application for the renewal of an Limited Assignment Emergency Multiple or Single Subject Teaching Permit shall be submitted to the Commission by the employing agency, and shall include all of the following.
- (A) A completed application form ~~(41-4)~~.
- (B) Payment of the fee(s) required by Section 80487.
- (C) Verification of the completion of at least six semester units, or the equivalent quarter units, of course work required for issuance of the related credential.
- ~~(2)(4)~~ Validation of Professional Development Statement. The holder of an Limited Assignment Emergency Multiple or Single Subject Teaching Permit who has previously taught three or more years on a credential other than an emergency credential or permit may submit the following in lieu of the required 6 semester units:
- (A) Verification that he or she has completed ninety hours of professional development activities that are directly related to the subject or class authorized by the Limited Assignment Emergency Multiple or Single Subject Teaching Permit; and
- (B) Submission of a Validation of Professional Development Statement, signed by the employing agency and the permit holder, have that includes a brief description of the content of the teacher's professional development program, a brief description of the means by which the employing agency validated the quality and appropriateness of the teacher's professional development program, and a brief description of the manner in which the results of the teacher's professional development program were evaluated.
- ~~(d)(c)~~ Authorization: The Limited ~~(Assignment)~~ Emergency Multiple or Single Subject Teaching Credential Permit authorizes the holder to teach in the assignment described in the statement signed by the teacher and the appropriate ~~school district~~ employing agency official, and approved by the local governing board as required by Section 80027 (a)(3).

(d) The Limited Assignment Emergency Multiple or Single Subject Teaching Permit shall be valid for the length of time specified in Section 80023.1(c).

NOTE: Authority Cited: Sections 44225(b)(g), and 44252, Education Code. Reference: ~~Section 44254, Education Code.~~ Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

**80430. Direct Application: When Permitted.**

- (a) ~~If a college or university dealing with an applicant pursuant to (a), (b), or (c) of Section 80472 refuses to recommend the applicant for the appropriate credential, it shall state its reasons for such refusal in writing to the applicant. The applicant shall thereafter have the right to apply for a credential directly to the Commission. An applicant who can demonstrate the completion of preparation equivalent to that required by California statutes and regulations may thereafter submit an application to the Commission for a credential based upon equivalent preparation. The application shall include the following:~~
- ~~(1) the titles of credentials held by the applicant.~~
  - ~~(2) a description and evidence of the education and specialized training of the applicant.~~
  - ~~(3) if the applicant pursued part or all of his or her professional preparation program at a college or university with a Commission approved program, written explanation of refusal to recommend, by the institution of higher education, including a statement that the applicant has exhausted all appeals through that institution.~~
  - ~~(4) a description of the relevant experience of the applicant.~~
  - ~~(5) any assessment of the applicant's performance deemed useful to review of the application, excluding standardized examinations for which California has not established passing standards.~~
  - ~~(6) other evidence of education, training or performance deemed by the applicant to be useful in reviewing the application.~~
  - ~~(7) a processing fee a completed application form and the fee(s) as specified in Section 80487.~~
- ~~(b) The applicant shall submit to the Commission his or her application and other supporting documents, including a copy of the college or university's written reasons for refusal.~~
- ~~(c)(b) The Commission shall evaluate the materials submitted, consider the reasons for such refusal, when applicable, by a college or university, and determine whether to issue the credential sought.~~

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Sections 44225, subdivisions (d) and (g), and 44300 Education Code.

# EXISTING REGULATIONS GOVERNING THE ASSIGNMENT OF TEACHERS TO TEACH SPECIFIC SUBJECTS IN MIDDLE, JUNIOR HIGH, AND HIGH SCHOOLS

## APPENDIX B

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
<b>Supplementary Authorization</b> (Specific and Introductory Subjects)  Single Subject, Standard Secondary, or Special Secondary  EC §44256(a) Stats 1979	Specific Subjects: subjects commonly taught in grades K-12*  Introductory Subjects: subjects in curriculum guidelines and textbooks for study in grades 9 and below	Teach any subject for which requirements have been met  Regulations provide a list of subjects	10/20 Units: 10 upper division or 20 total semester units from an accredited institution  Additional oral proficiency requirement for foreign language	Teacher initiated	No	Yes
<b>Supplementary Authorization</b>  Multiple Subject or Standard Elementary  EC §44256(b) Stats 1981	Grades 9 and below	Teach any subject for which requirements have been met  Regulations provide a list of subjects	10/20 Units: 10 upper division or 20 total semester units from an accredited institution  Additional oral proficiency requirement for foreign language	Teacher initiated	No	Yes
<b>Supplementary Authorization</b>  Standard Secondary plus 3 years experience within the department of academic major prior to 9-1-89  EC §44258.7(a) Stats 1987	Grades 7-12* and may also be used to cover middle school departmentalized subjects	Teach any subject for which requirements have been met	6/12 Units: 6 upper division or 12 total semester units from an accredited institution completed by 9-1-89 <b>OR</b> NTE <b>OR</b> verification of competence by subject specialist	Teacher initiated	No	Yes

\*This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
<b>Supplementary Authorization</b> Valid teaching credential based on bachelor's degree and a professional preparation program Five years of teaching experience prior to 9-1-89 including a school district evaluation completed within 3 years prior to the date of the appeal  RGA 22 Appeal State 1991	At the grade level of the teaching experience *	Teach any subject for which requirements have been met  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>Sunsets 6/30/94</b> </div>	Recommendation from a department chairperson and an administrator at the employing school attesting to competence to teach the subject  Verification of knowledge of the subject by a subject-area expert not associated with the employing school district  Evidence of professional growth activities	Teacher initiated	No	Yes
Multiple Subject or Standard Elementary  EC §44256(b) State 1987	Departmentalized setting in grades 8 and below	Teach any subject for which requirements have been met  May be renewed annually	6/12 Units: 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No

\*This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION, PLACED ON DOCUMENT
Multiple Subject or Standard Elementary  EC §44258.1 Stats 1987	Grades 5 - 8 in a middle school: staffing of a core class and the "hanging" fifth period	Core: Two or more subjects for two or more periods per day to same group of students  Also, any subject taught in the core to a separate group of pupils at the same grade level as the core for not more than 50% of the day	None	No	No	No
Multiple Subject or Standard Elementary  EC §44258.15(a) Stats 1989	Team teaching or regrouping pupils across classrooms in subjects authorized by governing board	Team-teaching setting	None	No	No	No
Single Subject or Standard Secondary  EC §44258.2 Stats 1987	Grades 5 - 8 in a middle school	Teach any subject for which requirements have been met  May be renewed annually	6/12 Units: 6 upper division or 12 total semester units from an accredited institution	Yes	Yes	No



\* This authorization is appropriate for high school level teaching

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
Multiple Subject or Standard Elementary  EC §44258.3 Stats 1991	Departmentalized setting in grades 8 and below	Governing board establishes policies and procedures to verify adequacy of subject-matter knowledge of teacher  May be renewed annually  <b>Sunsets 1/1/96</b>	Review by governing board to verify subject-matter knowledge	Yes	Yes	No
Full-time teacher with special skills and preparation outside credential authorization  EC §44258.7(c)(d) Stats 1987	Assignment in an area of special skills or preparation in grades K-12 *	Must be approved prior to the beginning of the semester in which the assignment is to take place  Teach up to 40% of a full-time assignment for one school year	Approved by local Committee on Assignments	Yes	Committee on Assignments established by the school district  Guidelines filed with County Superintendent	No
Any teaching credential  EC §44263 Stats 1977	Any single subject class *	Teach any subject for which requirements have been met  May be renewed annually	9/18 Units: 9 upper division or 18 total semester units from an accredited institution	Yes	Yes	No
General Junior High, General Secondary, or Standard Secondary  EC §44264 Stats 1976	Grades 5 - 8 (although credentials authorize teaching only in grades 7 and above)	Subject area authorized by credential	None	Yes	No	No

CREDENTIAL HELD	AUTHORIZATION LEVEL	AUTHORIZATION or LIMITATIONS	REQUIREMENTS	TEACHER CONSENT	BOARD RESOLUTION	AUTHORIZATION PLACED ON DOCUMENT
<b>Emergency Single Subject Teaching Credential</b>  No other credential required  Title 5, §80024.1	Statutory single subject area requested on statement of need *	May be reissued annually following completion of six semester units of course work in subject area, statement of need, and enrollment in an approved program	CBEST  Bachelor's degree  Enrollment or intent to enroll in an approved program, and verified subject-matter competence	Employer Initiated	No	Yes
<b>Emergency Limited Assignment Teaching Credential</b>  Valid teaching credential based on bachelor's degree and a professional preparation program  Title 5, §80027	Subject area requested on statement of need *	May be reissued annually following completion of six semester units of course work in subject area, and statement of need	Currently employed by the local governing board requesting the assignment	Yes	Yes	Yes

\* This authorization is appropriate for high school level teaching

## Appendix C

### Title 5 Regulations Governing Credential Waivers

November 4, 1993

#### Credential Waivers

##### 80120. Categories of Waivers.

The following categories of waivers will be considered under the provisions of Education Code Section 44225 (m):

- (a) Short-Term Waivers: Waivers to give local agencies one semester or less to address unanticipated, immediate, short-term organizational needs by assigning teachers who hold a basic credential to teach outside of their credential authorization, with the teacher's consent.
- (b) Variable Term Waivers:
  - (1) Waivers to facilitate education reform or restructuring;
  - (2) Waivers to provide educators with additional time to complete a requirement;
  - (3) Waivers to temporarily exempt geographically isolated regions, which have severely limited ability to develop personnel, from specific state requirements for educator preparation, licensing or assignment; or
  - (4) Other temporary waivers granted at the discretion of the Commission.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Section 44225, subdivisions (g) and (m), Education Code.

##### 80121. General Provisions Governing Waivers.

- (a) Definition of Terms. Terms that are used in Sections 80120 through 80124, inclusive, shall have the following meanings.
  - (1) The term "employing agency" means the school district, county office of education, private school or postsecondary institution that submits a waiver application.
  - (2) "Applicant" means the individual for whom a waiver application is submitted.
  - (3) "SELPA" means a Special Education Local Planning Area.
  - (4) A "short-term waiver" is a waiver with a term of one semester or less as described under Section 80120(a).
  - (5) A "variable term waiver" is a waiver with a term of one year or longer as specified by the Commission.
- (b) Waiver Service Restrictions. Except as specified by the Commission, service authorized by a waiver shall be restricted to the employing agency that submitted the waiver application and the assignment specified on the waiver document.
- (c) Authorization to Apply for Waivers. Each application for a variable term waiver shall be submitted to the Commission on behalf of the individual or individuals

identified in the application. The following may submit applications for variable term waivers:

- (1) public school districts in California;
- (2) county offices of education or county superintendents of schools in California;
- (3) postsecondary institutions;
- (4) private schools in California; and
- (5) individuals.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Section 44225, subdivisions (g) and (m), Education Code.

#### 80122. General Requirements for the Granting of Waivers.

The following requirements apply to all waivers. The application for waivers shall include all of the following:

- (a) Name of Employing Agency. The application shall identify the employing agency seeking a waiver.
- (b) Section Number. The application shall cite the specific Education Code or Title 5 section number(s) for which a waiver is being requested. In the case of waivers for the purpose of reform or restructuring, the application may instead identify the plan under which the reform or restructuring will take place and, if applicable, the date when the plan was approved by the employing agency or the appropriate state agency, whichever came later.
- (c) Purpose of the Waiver. The application shall summarize the purpose of the waiver request, including the language in the Education Code Section, or the provisions of Title 5, California Code of Regulations, for which the waiver is being requested.
- (d) Proposed Solution and Justification. The application shall describe how the waiver request will remedy the situation, give the rationale for the request, and describe any negative effect(s) that are likely to occur if the request is not granted.
- (e) Identification of Applicant or Applicants. The application shall identify, by name, date of birth and Social Security number, the applicant or applicants for whom the waiver is intended.
- (f) If the applicant does not already have fingerprint clearance on file with the Commission, the application must include two fingerprint cards and the Character and Identification Clearance Form (41-CIC)— and appropriate fee(s).
- (g) Effective Date and Proposed Duration. The application shall specify the effective date of the waiver and the date when the waiver will cease to be needed.
- (h) Signatures. The application shall include the signature of the district personnel administrator or superintendent or the county superintendent if service will be provided in a county-operated school.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Section 44225, subdivisions (g) and (m), Education Code.

### 80123. Requirements for Specified Categories of Waivers.

- (a) Local Approval of Short-Term Waivers. Employing agencies may grant a short-term waiver as described under Section 80120(a) without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual, and one time only for a given class. The information required under Section 80122 for this type of waiver shall be forwarded to the County Office of Education pursuant to Education Code Section 44258.9. The Commission may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has intentionally violated any provision of Section 80120-80123, California Code of Regulations.
- (b) Applications for Variable Term Waivers shall be submitted to the Commission by the employing agency or, if the applicant is not employed by an employing agency, by the individual, as follows.
  - (1) Waivers to provide educators additional time to complete a requirement shall, in addition to the requirements specified under Section 80122, provide the following:
    - (A) the credential requirement(s) that must be completed;
    - (B) a commitment by the applicant, in the form of a signature, to complete the requirement, with the proposed date by which the requirement is to be completed;
    - (C) the name and position of any person assigned to provide support and assistance to the applicant while he or she is serving on the waiver; and
    - (D) a commitment by the employing agency to support and assist the applicant, as feasible, in completing the credentialing requirement.
  - (2) Waivers to temporarily exempt, geographically isolated regions, with severely limited ability to develop personnel, from certain state requirements for educator preparation and licensing shall, in addition to the requirements specified under Section 80122, include a Plan to Develop Fully Qualified Educators pursuant to Section 80026.4 of Title 5, or a brief explanation as to why such a plan cannot be submitted.
  - (3) Applications for a waiver for the purpose of reform or restructuring shall meet the requirements set forth in Section 80122.
  - (4) Applications for other temporary waivers granted at the discretion of the Commission shall meet the requirements set forth in Section 80122.
- (c) Applications for a Variable Term Waiver shall include a statement signed by the applicant stipulating that to renew the waiver, the applicant must pursue a course of study leading to full certification.

NOTE: Authority Cited: Section 44225(g), Education Code. Reference: Section 44225, subdivisions (g) and (m), Education Code.



80124. Specific Requirements for the Renewal of Variable Term Waivers.

- (a) Applications for the renewal of a variable term waiver shall meet the requirements of Section 80122.
- (b) Applications for the Renewal of a Variable Term Waiver for the Purpose of Temporarily Exempting Educators in Geographically Isolated Regions shall include a Plan to Develop Fully Qualified Educators pursuant to Section 80026.4 of Title 5, or a brief explanation as to why such a plan cannot be submitted.

NOTE: Authority Cited: Section 44225(q), Education Code. Reference: Section 44225, subdivisions (g) and (m), Education Code.

## Appendix D

### LESSONS LEARNED FROM INDUCTION PROGRAMS THAT MAY PROVE USEFUL IN LOCAL EFFORTS TO ORIENT, SUPPORT AND ASSIST TEACHERS SERVING ON EMERGENCY PERMITS OR WAIVERS

During the past decade several states have engaged in systematic efforts to offer beginning teachers an induction program. In California, under the California New Teacher Project, thirty-seven programs of support for first year and second year teachers who had completed professional preparation were funded and assessed over a three year period. The evaluation, which was completed in March of 1992, found that:

- The projects reduced the overall attrition of new teachers by more than two-thirds; virtually eliminated the problem of beginning teachers quitting due to isolation, frustration, or burnout; and achieved high retention rates among minority teachers and teachers serving in hard-to-staff urban and rural schools.
- Compared with other new teachers, beginning teachers in the pilot project more consistently (1) used instructional practices that improve student achievement, (2) used more complex, challenging instructional activities that enabled students to learn advanced thinking skills and cooperative work habits, and (3) did long-term planning of curriculum and instruction, ensuring that students were taught the entire set of skills and knowledge to be learned during the year.
- Compared with other new teachers, participants in the pilot project more consistently motivated diverse students to engage in productive learning activities, and gave the same complex, challenging assignments to classes of diverse students as they did to classes that were ethnically and culturally homogeneous.
- Finally, the beginning teacher studies found that an initial investment in cost-effective beginning teacher support strategies is offset within a few years by lower teacher replacement costs for local education agencies.

The 1993 State Budget appropriated \$5 million to begin a phase-in of the California Beginning Teacher Support and Assessment (BTSA) Program. There is nothing in the law that would preclude participating districts from including emergency permit holders under their local BTSA program. In fact, numerous school districts made the New Teacher Project available to educators serving on emergency permits, with resulting benefits for both these teachers and their students.

The general goal of teacher induction programs is to orient teachers who have little or no preparation or experience to the school and community, and provide instructional training and interpersonal support which fosters effective teaching and learning, professional development and teacher

retention. Induction programs for novice teachers help ease the transition from student to fully qualified professional. Induction programs for teachers who are credentialed but assigned outside of their area of specialty help these teachers develop expertise in the curriculum to be taught and the instructional approaches associated with the new subject matter area. Such programs are systematic in design, and focus on the teaching practices that are essential to teaching success.

Without appropriate assistance during the induction period, many potentially good teachers become overwhelmed, discouraged and they abandon teaching. Turn-over among beginning teachers and their experienced colleagues teaching outside of their subject matter area decreases the quality of instruction for students. Therefore, a necessary first step toward improving instruction and increasing teacher retention is to provide induction programs tailored to meet the specific needs of beginning and reassigned teachers in their specific setting.

Many beginning teachers experience common problems: planning and organization, evaluation of students' work, motivation of students, creating a learning environment, classroom management, and communicating with parents. These needs are predictable and should be used to structure the content of induction programs; however, it is difficult to predict the rate and sequence in which the needs emerge. To be effective, induction programs must remain flexible enough to provide the types of assistance beginning teachers need at the time that they need it.

### *Components of Successful Induction Programs*

Effective induction programs tend to share the following components:

- (1) An intensive orientation workshop (two to three days) that introduces new teachers to the school district's curriculum, policies and administrators before they begin teaching.
- (2) Assignment of a support person or support team to each new teacher, provision of release time for support personnel and new teachers to work together, and district expectations for what they will accomplish during this time.
- (3) Provision of a series of training workshops in classroom management, teaching strategies and becoming a reflective practitioner, which beginning teachers and support personnel are expected to attend.
- (4) Use of reliable observation instruments to provide helpful information to the new teacher and the support personnel about the specific classroom practices in which the novice needs further assistance or training.

Completion of such a program should lead to a recommendation by the school district that the emergency permit or credential waiver be renewed by the Commission on Teacher Credentialing.

### ***Purpose and Content of Orientation***

Orientation is designed to integrate the beginning teacher into the professional and social fabric of the school, school district and neighborhood community served by the school. Special emphasis should be placed on information regarding obtaining resources and materials for teaching, and information about teaching strategies and the instructional process. California law requires that the orientation to teaching for emergency teachers include, but not be limited to, an overview of the following topics:

- (1) the curriculum the emergency permit teacher is expected to teach;
- (2) effective techniques of classroom instruction at the emergency permit teacher's assigned level: elementary or secondary; and
- (3) effective techniques of classroom management at the emergency permit teacher's assigned level: elementary or secondary.

Other topics typically addressed in orientation activities include:

- history and philosophy of the district;
- history of the community, its customs, values and expectations, and resources for use in schools;
- employment benefits and procedures;
- school calendar;
- job description;
- student conduct policies of the school district;
- role of the school principal;
- role of the mentor teacher;
- purchasing school supplies;
- duplicating;
- field trips;
- emergency procedures;
- the evaluation process; and
- resources and approaches to provide support, assistance and professional improvement.

### ***Factors Facilitating Successful Induction Programs***

The underlying success of induction programs hinges on selective recruitment of new teachers, the new or reassigned teacher's desire to be an excellent teacher in the area to which he or she is assigned, administrative cooperation, extensive staff involvement, supportive and trained staff development personnel, a desirable training climate, open communication among all, and effective principals.

Effective induction programs make systematic efforts to:

- (1) develop and implement appropriate criteria for the selection of mentor teachers and other support personnel to guide and assist beginning teachers;

- (2) provide initial training in to support personnel in effective techniques for collaborating and communicating with entry-level professionals (which is different from supervision);
- (3) assign no more than one new teacher to each experienced teacher who is serving as a support person while also carrying out a full teaching assignment;
- (4) create a format (one to two pages) in which each beginning teacher can develop an Individual Induction Plan, in close consultation with the support person/team;
- (5) complete an early "diagnostic check-up" in which a trained assessor uses a formal instrument, looks at all aspects of the new teacher's classroom and identifies areas that need attention in the novice's Individual Induction Plan;
- (6) ensure that each teacher's Individual Induction Plan identifies the training workshops to be attended as well as the aspects of teaching to be examined during the new teacher's consultations with the support person/team;
- (7) establish a "consultation schedule" that provides release time on a regular basis for the new teacher and support person/team to confer, plan, answer questions, and review instructional materials;
- (8) offer a series of workshops that are specially designed for groups of new teachers and support personnel during release days or compensated off-duty hours (after school or Saturdays);
- (9) complete at least one additional "diagnostic check-up" assessment after the Individual Induction Plan (IIP) has begun, for the purpose of confirming progress and identifying new areas that need attention in a revised IIP.
- (10) orient school principals to the purpose, scope and structure of the induction program for new teachers in their schools, and keep site administrators informed of the program's "milestone events" as the school year progresses;
- (11) create an environment in which new and experienced teachers are comfortable asking questions, sharing ideas and experiences, offering advice and assistance, trying new approaches, and consulting with each other about their teaching; and
- (12) create ongoing linkages between the major themes and emphases of induction programs for new teachers and professional development programs for the school district's experienced teachers.

Effective induction programs for new teachers create internships which involve the school, the profession and higher education working together to help new teachers. In these programs professional development for inductees is the product of collaboration among higher education, schools, teachers and



local communities. The fiscal responsibility for these induction programs often is shared by local school systems, schools of education and the state.

### *Support and Assistance*

Beginning teachers are recognized as having different needs from experienced teachers and, consequently, requiring special support. Though delivery of support is diverse, the assistance falls into two major categories. The first is direct one-on-one assistance provided by support teams or support individuals. New teachers need supportive guidance and assistance from experienced, outstanding teachers who are specially prepared for this new role. The second is specific staff development designed for and delivered to beginning teachers in induction programs. The system needs expanded opportunities for experienced teachers to help new teachers, to implement staff development, and to create patterns of collegiality that insure ongoing professional growth. Approaches to staff development include workshops, seminars, teaching demonstrations, videotaping and critiquing the inductee's teaching, as well as specific teacher skills training.

Administrators should make every effort to provide teachers serving on emergency permits with assignments in which they are likely to succeed. Essentially, this means making sure that the teacher has the background and qualifications necessary for the position to be filled, or the support and assistance that will make success more likely. The assignment of an appropriate support teacher may be the most powerful and cost-effective element in an induction program for inexperienced teachers. The factors that can greatly contribute to the success of the beginning teacher/support teacher arrangement include:

- (1) selecting support personnel who have collegial, supportive dispositions in addition to effective teaching skills, and who are willing to assume this new role;
- (2) matching new teachers to support personnel who are teaching in their schools;
- (3) matching new teachers to support personnel who are teaching at the same grade levels (elementary) or in the same subject areas (secondary);
- (4) pairing new teachers with support personnel who have compatible personalities and professional perspectives/philosophies; and
- (5) arranging the instructional day so a beginning teacher's planning/preparation period is the same as the support teacher's prep time.

It may not always be possible to employ all these criteria when pairing beginning teachers and support teachers, but whenever these factors can be incorporated when making assignments, the success of the arrangement is likely to be facilitated.

### ***Support for Experienced Teachers Assigned to Work With Teachers Serving on Exemptions***

Experience with the California New Teacher Project has demonstrated that the following factors greatly enhance the success of efforts of experienced educators to assist inexperienced teachers:

- (1) Classroom teachers who accept the role of support provider are compensated for accepting this responsibility. A stipend of approximately \$500 per semester recognizes the experienced teacher's important professional contributions to the induction program.
- (2) Teachers are selected for induction roles on the basis of their supportive personal qualities even more than because of their excellent teaching practices.
- (3) Release time (or additional compensation) is provided not only for consultations but also for visits to the novice's classroom and attendance at joint training sessions.
- (4) The initial training of support personnel is followed by periodic sessions for re-training, further consultation about the support role, and opportunities for support personnel to guide and assist each other in behalf of their new teachers.
- (5) Teachers who assume the induction role for beginning teachers have the support of their site principals and their employee associations for their efforts in behalf of beginning members of the profession.

Experience with a variety of induction programs also has shown that it is desirable to separate support and assistance from employee evaluation. Beginning teachers are more likely to discuss their areas of weakness and seek assistance if such discussions are not part of a formal evaluation process.

### ***Roles For Higher Education Institutions In Supporting and Assisting Teachers Serving on Exemptions***

Institutions of higher education (IHE) working collaboratively with local school districts can play a variety of roles in supporting and assisting new teachers, including:

1. consulting with the managers of induction programs about the content of professional development activities for beginning teachers;
2. serving as a member of beginning teacher support teams;
3. conducting workshops targeted for beginning teachers;
4. conducting internship and other alternative certification programs;
5. providing field supervision of beginning teachers;

6. training local school district personnel to assist beginning teachers; and
7. offering courses primarily designed for beginning teachers.

Within the broad goal of orientation, IHE faculty can make significant contributions, and districts might consider inviting college and university faculty to use their particular strengths to enhance district induction programs. For example, districts might encourage higher education faculty to cooperatively design orientation programs and activities with district educators. Or districts might seek out teacher education faculty who will employ their training skills to prepare experienced teachers and others to work with incoming teachers. Liberal arts faculty from disciplines such as anthropology, sociology, geography, history, economics, political science, linguistics, social work, and foreign languages can be encouraged to help in orientation components by providing specific knowledge about school communities, local customs, neighborhood values, local history and community resources. These faculty can also provide training to new teachers in skills essential to cross-cultural awareness and sensitivity. Teacher-induction planners might look to similar training programs such as Vista and Peace Corps for ways in which colleges and universities can be offered incentives to serve as major resources to local district induction programs.

Higher education faculty also can be invited to assist in both the planning and delivery of personal and emotional support services for teacher-induction programs. As a part of a school district's ongoing employee-assistance program, support groups could be organized to help new teachers cope with the effects of reality shock, stress in the workplace, or personal concerns related to teaching. Higher education counseling, psychology and social work faculty could be involved in peer support groups for new teachers, or they could provide specific training or workshops for local school psychologists and counseling personnel who in turn would provide services to new teachers.

The goal of assisting new teachers in the acquisition and refinement of teaching skills provides many opportunities for higher education faculty involvement. Faculty may provide one-to-one individual attention to beginning teachers by engaging in field observations, supervision, and support team membership. Or IHE faculty can involve themselves in induction programs by conducting seminars, classes, workshops or support groups just for new teachers. Finally, IHE faculty can be invited to assist in planning the content of an induction program, identification and training of local school personnel to serve as mentors for new teachers, and designing and implementing local evaluations of teacher induction efforts.

**Commission on Teacher Credentialing  
WAIVER GUIDELINES AND INSTRUCTIONS:**

With the approval of Title 5 Regulations, the Commission will begin to review, and either grant or deny, requests for waivers that have expressly to do with educator preparation and credentialing, and with the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment. All other waivers remain under the legal authority of the State Board of Education or Superintendent of Public Instruction, who may not issue credential waivers on or after July 1, 1994.

**I. CATEGORIES OF WAIVERS**

Title 5, §80120, specifies the categories of waivers available employing agencies. The regulations are quoted Appendix C of this Advisory.

- (A) **SHORT TERM WAIVERS** are handled at the local level and provide the employing agency with one semester or less to address unanticipated, immediate, short-term organizational needs by assigning teachers who hold basic credentials to teach outside of their credential authorizations, with the teacher's consent.
- (B) **VARIABLE TERM WAIVERS** are approved by the Commission at a regularly scheduled meeting and provide the employing agency with one year or longer to:
  - (1) allow educators additional time to complete a requirement;
  - (2) facilitate assignment in school programs addressing issues of educational reform;
  - (3) design a Plan to Develop Fully Qualified Educators--this option applies mainly to geographically isolated regions with severely limited resources; or
  - (4) obtain waivers for other situations when all efforts to find appropriately credentialed educators have been exhausted and no other legal remedies exist.

**II. WAIVER APPLICATION PROCESS**

Each waiver request (use form WV1--page 64) must be submitted to the Commission on behalf of a specific individual, and all supporting materials must accompany the request. There is no fee for a waiver request. Waiver requests will be reviewed by Commission staff when they arrive and any questions will be resolved before the request will be scheduled for the Commission agenda. We anticipate this process will take no more than eight weeks. After a waiver request has been approved by the Commission, staff will issue a numbered Waiver Approval Letter that will identify the applicant's "Credential Goal" and the appropriate authorization. No other document will be required for the service that is covered by the waiver. The Commission does recognize that not every applicant for a waiver will complete the requirements for his or her "Credential Goal"--a fully-credentialed educator may be hired to fill the position or the applicant may qualify for the position under one of the available assignment options. However, a "Credential Goal" will be listed on each Waiver Approval Letter so that the authorization can be clearly stated.

**III. REQUIREMENTS FOR ALL WAIVERS**

Title 5 §80122 states what each application for a waiver must include. The sample forms that are attached provide space for an employing agency to supply this information.

- (A) name of employing agency;
- (B) Education Code or Title 5 section for which waiver is requested;
- (C) purpose of the waiver request;
- (D) proposed solution and justification for the waiver;
- (E) identification (name and social security number) of the applicant or applicants for whom the waiver is requested;
- (F) fingerprint clearance for each applicant;
- (G) effective date and proposed duration of the waiver; and
- (H) signature of the appropriate administrative official from the employing agency.



#### IV. EXAMPLES OF CODE SECTIONS THAT MIGHT BE WAIVED

Because the Waiver Approval Letter will authorize service for the applicant's stated credential goal, every waiver essentially waives Education Code §44830. In addition, each waiver request must identify the Education Code or Title 5 section(s) for the specific requirements the applicant needs to complete to reach his or her credential goal. Historically, the most frequent waiver requests have been for the credential requirements listed below. The Education Code or Title 5 Regulation sections which state these requirements are provided for the convenience of employing agencies requesting these waivers.

	<i>Description</i>	<i>Section Number</i>
(A)	CBEST for a credential or permit	EC §44252(b)
(B)	Bachelor's degree for Emergency 30-Day Substitute Teaching Permit	T5 §80025 (a)(1)
(C)	Professional preparation program for a Specialist Instruction Credentials in Special Education, Reading, etc.	EC §44265
(D)	Professional preparation program for a Resource Specialist Certificate	EC §56362.5
(E)	Experience for a Resource Specialist Certificate	T5 §80070.3(a)(2)
(F)	Professional preparation program for an Adapted Physical Education Credential	T5 §80046.1
(G)	Course work requirements for a Designated Subjects Credential in Driver's Education & Training	EC §41907 or EC §44260.4
(H)	Professional preparation program for a Library Media Teacher Services Credential	EC §44269
(I)	Certificate or credential to provide instruction to Limited English Proficient (LEP) students	EC §44253.3
(J)	Single Subject Teaching Credential needed for assignment in school programs addressing issues of educational reform	EC §44256(a)
(K)	Multiple Subject Teaching Credential needed for assignment in school programs addressing issues of educational reform	EC §44256(b)

#### V. SHORT-TERM WAIVERS

When an employing agency faces a temporary, unanticipated, immediate, short-term organizational need for a teacher, it may assign a credentialed teacher to an area not authorized by his or her credential on the basis of a short-term waiver. Commission approval is not required, but the Commission may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has intentionally violated any provision of Title 5, §80120-§80123. The short-term waiver:

- (A) may not be issued for longer than a semester;
- (B) may be issued to the holder of a basic teaching credential only--that is a credential that required a bachelor's or higher degree and professional preparation program including student teaching, or a clear full-time designated subjects credential provided the holder also possesses a bachelor's degree and has passed CBEST;
- (C) must be in a subject not authorized by the teacher's credential or by an available option provided elsewhere in statute or regulation;
- (D) requires the consent of the teacher;
- (E) may only be issued once to an individual teacher;
- (F) may only be issued once for a given class; and



- (G) must be documented, and the documentation must be forwarded to the County Office of Education for monitoring purposes. Page 60 contains a sample form (WV2) that employing agencies may use to provide this information to their County Office. An example of a short-term waiver situation and instructions for completing the form follow the form.

## VI. VARIABLE TERM WAIVERS

When an employing agency faces a shortage of credentialed personnel, including people who qualify for emergency permits and those who can be assigned on the basis of the various options provided in the Education Code and Title 5 Regulations, the agency may apply to the Commission for a Variable Term Waiver. The waiver may be approved for a year or longer depending on the circumstances. The form for requesting a waiver (WV1) can be found on page 64. Several examples of Variable Term Waiver situations and instructions for completing the form follow the form. *Note: if the Legal and Professional Standards Division of the Commission must conduct a fitness review for an applicant, his or her waiver will not be granted until the review has been concluded.*

- (A) Waiver requests to allow educators additional time to complete a credential requirement must include the general requirements listed above, plus:
- (1) a list of the requirement(s) that the applicant must complete to qualify for the credential;
  - (2) a signed commitment from the applicant that he or she will complete the needed requirement(s) by a specified date;
  - (3) a statement of commitment from the employing agency to support and assist the applicant, as feasible, in completing the requirement(s); and
  - (4) the name and position of the person assigned to provide support and assistance during the term of the waiver.
- (B) Waiver requests for geographically isolated regions with severely limited ability to develop personnel must include the general requirements listed above, plus:
- (1) as part of the justification, an explanation of the difficulties involved in reaching the nearest college or university that offers appropriate approved course work and the attempts that have been made to access special programs; and
  - (2) a Plan to Develop Fully Qualified Educators, pursuant to Title 5 §80026.4, or a brief explanation as to why such a plan cannot be submitted.
- (C) Waiver requests to facilitate assignment in school programs addressing issues of educational reform must include the general requirements listed above, plus:
- (1) as part of the justification, an explanation of the type of reform being pursued, such as "Caught in the Middle", "Second to None", "It's Elementary", or the science teachers' "Scope, Sequence and Coordination" program; and
  - (2) verification that the applicants are voluntary participants in the educational reform program.
- (D) Waivers for other situations when all efforts to find appropriately credentialed teachers have been exhausted and no other legal remedy exists must include the general requirements listed above. Additional information relevant to the specific waiver should be included as part of the justification, as follows:
- (1) for waivers of *CBEST for an Emergency 30-Day Substitute Teaching Permit*:
    - (a) whether the applicant has had an opportunity to take the exam; and
    - (b) whether he or she has held an emergency credential or permit based on a CBEST waiver in the past.
  - (2) for waivers of *CBEST for full-time educator*:
    - (a) a reference to the County's Declaration of Need for Fully Qualified Educators to indicate there is a regional shortage of qualified candidates;
    - (b) information about the applicant's expertise in the subject or service area which makes him or her the best candidate for the position; and,

- (c) for applicants who have failed CBEST, evidence that there is a reasonable expectation that the candidate will be successful within the term of the waiver (i.e., his or her scores are within a range that indicates probability of passage) and that he or she is receiving tutorial or other support to strengthen his or her basic skills.
- (3) for waivers of the *bachelor's degree for an Emergency 30-Day Substitute Teaching Permit*:
  - (a) information about when the applicant is scheduled to complete degree requirements, such as a letter from the Office of Admissions and Records from the candidate's college or university;
  - (b) information about the applicant's expertise in the subject or service area to be waived which makes him or her the best candidate for the position; and
  - (c) how the employing agency plans to support and assist the applicant, as feasible, in completing the requirements.
- (4) for waivers of the *professional preparation program for the Adapted Physical Education Credential*:
  - (a) information about the applicant's expertise in physical education (such as a credential that authorizes the teaching of PE), and adapted physical education, which makes him or her the best candidate for the position;
  - (b) when and how the applicant plans to complete requirements for the credential; and
  - (c) how the employing agency plans to support and assist the applicant, as feasible, in completing the requirements.
- (5) for waivers of the *professional preparation program for the Specialist Instruction Credential in Special Education*:
  - (a) information about the applicant's expertise in teaching (such as a credential that authorizes teaching in a non-special-education classroom), and in special education, which makes him or her the best candidate for the position;
  - (b) when and how the applicant plans to complete requirements for the credential; and
  - (c) how the employing agency plans to support and assist the applicant, as feasible, in completing the requirements.
- (6) for waivers of the *professional preparation program for the Resource Specialist Certificate*:
  - (a) information about the applicant's expertise in teaching (such as a credential that authorizes teaching in a non-special-education classroom), and in special education, which makes him or her the best candidate for the position, including information about the number of years of teaching experience he or she has in both regular and special education;
  - (b) when and how the applicant plans to complete requirements for the credential; and
  - (c) how the employing agency plans to support and assist the applicant, as feasible, in completing the requirements.
- (7) for *waivers for other requirements*:
  - (a) a reference to the County's Declaration of Need for Fully Qualified Educators to indicate there is a regional shortage of qualified candidates;
  - (b) information about the applicant's expertise in the subject or service area which makes him or her the best candidate for the position;
  - (c) a list of the requirements that the applicant must complete to qualify for the credential;
  - (d) when and how the applicant plans to complete requirements for the credential;

- (e) how the employing agency plans to support and assist the applicant, as feasible, in completing the requirements; and
- (f) any other documentation that supports the request.

#### **VII. SUBSEQUENT VARIABLE TERM WAIVERS**

Depending on the situation, the Commission will review requests for subsequent waivers from employing agencies on behalf of individuals who have been employed on the basis of a waiver in the past. To obtain a subsequent waiver the applicant must have made progress toward full certification in the area of the waiver. A statement to that effect appears on the waiver request form and must be signed by the applicant. All of the above requirements apply to requests for subsequent waivers.

#### **VIII. ADDITIONAL INFORMATION**

Contact the Commission's Information Services Office any workday afternoon between 12:30 and 4:30 at (916) 445-7256 for additional information.

**SAMPLE**

Your letterhead

**REPORT ON LOCALLY APPROVED SHORT-TERM WAIVERS**

Employing agencies may grant a short-term waiver as described in Title 5, §80120-§80123, California Code of Regulations, without prior approval by the Commission, provided that a short-term waiver may be issued one time only for any individual and one time only for a given class. The information required under §80122 for this type of waiver shall be forwarded to the County Office of Education pursuant to Education Code §44258.9. The Commission may rescind the authority of any employing agency to grant a short-term waiver upon a finding that the agency has intentionally violated any provision of Title 5, §80120-§80123. Short-Term Waivers are valid for no more than one semester. Each County Office of Education should include information on Short-Term Waivers in its annual Assignment Monitoring Report.

1. Employing Agency	CDS Code	Contact Person  Telephone Number
---------------------	----------	--

## 2. Education Code or Title 5 Section Waived

Section Number: \_\_\_\_\_

Brief Description of Section: \_\_\_\_\_

## 3. Purpose of Waiver

Describe the situation which resulted in the waiver.

## 4. Proposed Solution and Justification

Describe how the waiver remedied the situation and any negative effects that were avoided by use of the waiver.

5. Effective Dates of the Waiver \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

**6. Teachers Covered by the Waiver**

Attach copies of the signed teacher consent forms.

Name \_\_\_\_\_ SSN \_\_\_\_\_

Credential Held \_\_\_\_\_

Assignment \_\_\_\_\_

Name \_\_\_\_\_ SSN \_\_\_\_\_

Credential Held \_\_\_\_\_

Assignment \_\_\_\_\_

Name \_\_\_\_\_ SSN \_\_\_\_\_

Credential Held \_\_\_\_\_

Assignment \_\_\_\_\_

Name \_\_\_\_\_ SSN \_\_\_\_\_

Credential Held \_\_\_\_\_

Assignment \_\_\_\_\_

**6. SELPA Consultation**If the waiver allowed the assignment of a teacher to a special education class, did you consult the local SELPA about the assignment. ☐ Yes ☐ No**7. Employing Agency Certification**

The information provided in this report is accurate and complete. No other Short-Term Waiver has been approved for the teachers listed in this document or for the classes to which they were assigned.

Superintendent or Designee \_\_\_\_\_

Signature

Title

Date



**SHORT-TERM WAIVERS**

**EXAMPLE:** A school district anticipates enrollment in the high school to include nine classes in the subject of mathematics and four in industrial and technology education. When the semester begins, the actual enrollment requires ten math classes. Because the enrollment for industrial technology is down slightly, the site administrator asks one of the industrial technology teachers if she would be willing to teach the additional math class until either the class schedule can be arranged so that one of the regular math teachers can take the additional class or another fully credentialed math teacher can be found. The teacher consents to the assignment and a Short-Term Waiver is approved.

**EXAMPLE:** A teacher for the learning handicapped becomes ill during the first week of the spring semester. The employing agency has already filed a Declaration of Need for Fully Qualified Educators for the year indicating that there is a shortage of special education teachers in the area. The site administrator contacts an elementary teacher who has previously expressed an interest in teaching in a special education setting and offers him the position. The teacher consents to the assignment and a Short Term Waiver is approved for the remainder of the spring semester, or until the teacher returns from sick leave, whichever is sooner.

**Instructions for Preparing the Report on Locally Approved Short-Term Waivers (WV2):**

1. **Employing Agency:** Enter the name of the school district or county office of education preparing the report. Include the CDS code and the name and telephone number of the individual the monitoring agency can contact if there are questions about the waiver.
2. **Education Code or Title 5 Section Waived:** Cite the specific section of the California Education Code or of Title 5, California Code of Regulations, which has been waived. Provide a brief description of the section, such as that provided in the guidelines sheet.
3. **Purpose of Waiver:** Describe the situation which resulted in the waiver. In the example above, the illness of the teacher, the lack of appropriately credentialed replacements, and the willingness of a teacher who lacked the appropriate credential to take the assignment constitute the situation that resulted in the waiver.
4. **Proposed Solution and Justification:** Describe how the waiver remedied the situation and any negative effects that were avoided by use of the waiver. Copies of the employer's Plan to Develop Fully Qualified Educators and the annual Declaration of Need for Fully Qualified Educators may be included as part of the solution and justification.
5. **Effective Dates of the Waiver:** A short-term waiver may not be approved for longer than a semester. If the assignment is expected to last longer than one semester, the employing agency must apply to the Commission for an Emergency Limited Assignment Teaching Permit or Variable Term Waiver, as appropriate.
6. **Teachers Covered by the Waiver:** List the names of the teacher or teachers assigned on the basis of the waiver described above. Include their social security numbers, the title of the credential that each currently holds, and a description of the assignment. Attach copies of the signed teacher consent forms to the report.

6. **SELPA Consultation:** If the waiver allowed the assignment of a teacher to a special education class, indicate whether the local Special Education Local Planning Area (SELPA) was consulted about the assignment.
7. **Employing Agency Certification:** The district or county superintendent should sign the report to verify that the information is accurate and complete and that no other Short-Term Waiver has been approved for the teachers listed in the document or for the classes to which they were assigned.

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 Sacramento, CA 94244-2700  
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Commission Use Only

### VARIABLE TERM WAIVER REQUEST

The Commission reviews request for waivers that have expressly to do with educator preparation and credentialing, and with the ability of employers to employ or assign persons who are not appropriately credentialed for their assignment. All other waivers remain under the legal authority of the State Board of Education or Superintendent of Public Instruction, who may not issue credential waivers on or after July 1, 1994.

Requests for Variable Term Waivers may be submitted by employing agencies, including school districts, county offices of education and non-public schools, and by postsecondary institutions and individual applicants, when all efforts to find appropriately credentialed personnel have been exhausted and no other legal remedies exist. The Commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be completed by the applicant or applicants affected. Variable term waivers may be requested for a term of one year or longer, depending on the circumstances.

If the Legal and Professional Standards Division of the Commission must conduct a fitness review for an applicant for a waiver, his or her waiver will not be granted until the review has been concluded.

<b>1. Employing Agency</b>     <input type="checkbox"/> NPS/NPA (list county code _____)	<b>CDS Code</b>     	<b>Contact Person</b>         <b>Telephone Number</b>
---	-------------------------------------	--

### 2. Applicant for the Waiver

Full Legal Name \_\_\_\_\_

Social Security Number \_\_\_\_\_

Mailing Address \_\_\_\_\_

Credential Held (if any) \_\_\_\_\_

Assignment \_\_\_\_\_

☐ Fingerprint Clearance  
on file at CTC

☐ Application for Certificate  
of Clearance Attached

**3. Education Code or Title 5 Section to be Waived: EC §44830**

Applicant's Credential Goal:\_\_\_\_\_

*(title of the credential which authorizes the service needed)*

Specific section(s) covering requirements the applicant must meet to reach his or her Credential Goal:\_\_\_\_\_

Brief Description of Section(s):\_\_\_\_\_

**4. Purpose of Waiver**

Describe the situation which resulted in this waiver request.

**5. Proposed Solution and Justification**

Describe how the requested waiver will remedy the situation and any negative effects that are likely to occur if the waiver is not granted.

**6. Effective Dates of the Waiver** \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

If the waiver request is for longer than one year, please explain why.

**7. Requests for Additional Time to Complete Requirements**

- (a) List the requirement(s) that the applicant must complete to qualify for the credential and the date(s) on which those requirements will be completed:

With my signature, I hereby make a commitment to complete the requirement(s) listed above by the date(s) indicated:

\_\_\_\_\_  
*Signature of Applicant*\_\_\_\_\_  
*Date*

- (b) List the name and position of the person assigned to provide support and assistance during the term of the waiver. By assigning this individual, the employing agency makes a commitment to support and assist the applicant, as feasible, in completing the requirement(s).

Name:\_\_\_\_\_ Position:\_\_\_\_\_

**8. Requests from Geographically Isolated Regions**☐ Plan to Develop Fully Qualified Educators attached.☐ Plan previously submitted to CTC.

If the plan is not attached or has not been previously submitted, write a brief explanation as to why such a plan cannot be submitted.

**9. Requests for Subsequent Waivers**

If this applicant has previously been issued a waiver for this assignment, describe the progress that he or she has made toward completion of the requirements for the credential that authorizes the service covered by this waiver request. Include official transcripts, examination score reports, verifications of appropriate course work from a college or university with a Commission-approved program, and other documentation, as appropriate.

**10. SELPA Consultation**

If the waiver requests the assignment of a teacher to a special education class, indicate whether the local Special Education Local Plan Area (SELPA) was consulted about the assignment. ☐ Yes ☐ No

If yes, list the SELPA's number and the name and telephone number of the individual the Commission may contact if there are any questions about the assignment.

SELPA Number \_\_\_\_\_ Name of Administrator \_\_\_\_\_  
Telephone Number \_\_\_\_\_

**11. Employing Agency Certification**

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Superintendent or Designee \_\_\_\_\_  
Signature \_\_\_\_\_  
Title \_\_\_\_\_  
Date \_\_\_\_\_

**12. Applicant's Certification**

I understand that in order to receive a subsequent waiver for this assignment I must pursue a course of study to obtain full certification in the subject or area covered by this waiver request.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Date*



## VARIABLE TERM WAIVERS

**EXAMPLE:** A school district needs a Resource Specialist. The position has been advertised, but no fully-credentialed Resource Specialist has applied. The district interviews a teacher with a Specialist Instruction Credential for the Learning Handicapped who is enrolled in a Resource Specialist program, but who has only two years of teaching experience, thus does not qualify for the preliminary certificate. The district requests a Variable Term Waiver for one year for this teacher so that she may serve as a Resource Specialist while she completes both the program and the experience requirements for the certificate.

**EXAMPLE:** A school district located near the California/Oregon border has the holder of a Standard Elementary Teaching Credential serving as librarian on the basis of an Emergency Library Media Teacher Services Permit. The Permit is about to expire and the teacher has been unable to enroll in a program or take any course work because there is no college or university with an approved program within a reasonable commute. The teacher has tried and failed to arrange correspondence or "distance learning" courses to meet the renewal requirements. The district requests a Variable Term Waiver and submits a Plan to Develop Fully Qualified Educators explaining how they will support and assist the teacher in completing the credential requirements.

## Instructions for Completing Request for Variable Term Waiver (WV1):

1. **Employing Agency:** Enter the name of the school district or county office of education preparing the report and the CDS code. If the service is to be provided in a Non-Public School or Agency, enter the name of the NPS/NPA, check the box, and provide the county code for the county in which the NPS/NPA is located. Enter the name and telephone number of the individual the Commission may contact if there are questions about the waiver request.
2. **Applicant for the Waiver:** Please use one Waiver Request form per applicant. Enter the applicant's full legal name, social security number, mailing address, titles of credentials held (if any), and a brief description of the assignment for which this waiver is being requested. Also indicate whether the applicant already has fingerprint clearance on file with the Commission or an application for a Certificate of Clearance is attached.
3. **Education Code or Title 5 Section to be Waived:** First, list the title of the applicant's credential goal--this is the credential which authorizes the service the applicant will be performing. The Commission does recognize that not every applicant for a waiver will complete the requirements for his or her "Credential Goal"--a fully-credentialed educator may be hired to fill the position or the applicant may qualify for the position under one of the available assignment options. However, a "Credential Goal" will be listed on each Waiver Approval Letter so that the authorization can be clearly stated. No other document will be required for the service that is covered by the waiver.  
Because the Waiver Approval Letter will authorize service for the applicant's stated credential goal, every waiver essentially waives Education Code §44830 as the form states. In addition, identify the Education Code or Title 5 section(s) for the specific requirements the applicant needs to complete to reach his or her credential goal. Provide a brief description of the section such as that provided in guidelines sheet.
4. **Purpose of Waiver:** Describe the situation which resulted in this request for a waiver.
5. **Proposed Solution and Justification:** Describe how the requested waiver will remedy the situation and any negative effects that are likely to occur if the waiver is not granted. Reference to the employer's Plan to Develop Fully Qualified Educators or the annual Declaration of Need for Fully Qualified

Educators, a description of how the employing agency plans to support and assist the applicant in completing the requirements, and any other information that supports the request should be included in this section. Attach documentation as necessary.

6. **Effective Dates of the Waiver:** A variable term waiver may be issued for one year or longer. If this request is for a longer period than one year, please explain why. These are the date that will appear on the Waiver Approval Letter. Waiver Requests should be completed before the applicant enters the assignment, whenever possible, and should be submitted to the Commission within eight weeks of completion so that they can be scheduled for the Commission agenda in a timely manner. If the waiver request arrives more than eight weeks after the beginning of the assignment, an explanation of the delay should be attached.
7. **Requests for Additional Time to Complete Requirements:** List the requirement(s) the applicant needs to complete to qualify for the credential listed as his or her credential goal and the date(s) on which those requirement(s) will be completed. The applicant must sign the commitment to complete the listed requirements. Also list the name and position of the person assigned to provide support and assistance during the term of the waiver. By assigning this individual, the employing agency makes a commitment to support and assist the applicant, as feasible, in completing the requirement(s).
8. **Requests from Geographically Isolated Regions:** Check the appropriate box if a Plan to Develop Fully Qualified Educators is attached or has already been submitted to the Commission. If plan is not attached, write a brief explanation as to why such a plan cannot be submitted.
9. **Requests for Subsequent Waivers:** If this applicant has previously been issued a waiver for this assignment, describe the progress that he or she has made toward completion of the requirements for the credential that authorizes the service covered by this waiver request. Include official transcripts, examination score reports, verifications of appropriate course work from a college or university with a Commission-approved program, and other documentation as appropriate.
10. **SELPA Consultation:** If the waiver requests the assignment of a teacher to a special education class, indicate whether the local Special Education Local Plan Area (SELPA) was consulted about the assignment. List the SELPA's number and the name and telephone number of the individual the Commission may contact if there are any questions about the assignment.
11. **Employing Agency Certification:** The district or county superintendent must sign the request to verify that the information is accurate and complete. The certification also assures the Commission that the employing agency will support and assist the applicant, as feasible, in completing the requirements for the appropriate credential.
12. **Applicant's Certification:** The applicant must sign that he or she understands that in order to receive a subsequent waiver for this assignment he or she must pursue a course of study to obtain full certification in the subject or area covered by this waiver request.

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## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Name of District \_\_\_\_\_ CDS Code \_\_\_\_\_

Name of County \_\_\_\_\_ County Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

For Service for a School District: The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on \_\_\_\_/\_\_\_\_/\_\_\_\_ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position listed on the attached form. Enclosed is a copy of the Board agenda item.

The declaration shall remain in force until June 30, \_\_\_\_\_. If the declaration will remain in force for longer than one year, the district must have an approved Plan to Develop Fully Qualified Educators on file with the Commission.

Submitted by:

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

For Service for a County Office of Education or State Agency: The Superintendent of the County Office of Education or Director of the State Agency specified above adopted a declaration on \_\_\_\_/\_\_\_\_/\_\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position listed on the attached form. Enclosed is a copy of the announcement.

The declaration shall remain in force until June 30, \_\_\_\_\_. If the declaration will remain in force for longer than one year, the County or Agency must have an approved Plan to Develop Fully Qualified Educators on file with the Commission.

Superintendent or Director:

Signature \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_

Date \_\_\_\_\_

**DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS****I. AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Please include each subject to be listed on Emergency Single Subject Teaching Permits and the target language on Emergency Bilingual Crosscultural Emphasis Permits. This Declaration of Need for Fully Qualified Educators shall be valid only for the type(s) and subjects(s) identified on this form, but may be revised by the employing agency, as needed.

TYPE	Anticipated Number Needed
Multiple Subject	
Single Subject (Indicate the subject(s) you expect to requested on reverse of this form)	
MS BL/CC (List target language(s) you expect to request on reverse of this form)	
SS BL/CC (List target language(s) you expect to request on reverse of this form)	
Special Education: CH LH PH SH VH	_____ _____ _____ _____ _____
Clinical Rehabilitative Services LSH SCA	_____ _____
Library Media Teacher Services	

**II. SUBJECTS TO BE LISTED ON EMERGENCY PERMITS**

Please identify the subjects needed with a check mark

Agriculture	History
Art	Home Economics
Business	Industrial & Technology Education
English	Life Science
Foreign Language	Math
French _____	Music
German _____	Physical Education
Spanish _____	Physical Science
Other (Specify) _____	Social Science
Government	Health Science

**TARGET LANGUAGE(S) TO BE LISTED ON  
BILINGUAL CROSSCULTURAL EMPHASIS  
PERMITS**

SINGLE SUBJECT	MULTIPLE SUBJECT
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



**III. EFFORTS TO RECRUIT CERTIFICATED PERSONNEL**

Please list the placement agencies that you have contacted and the most recent date of contact in the chart below. Include a brief description of additional efforts that the employing agency has undertaken to locate and recruit individuals who hold the needed credentials, such as dated copies of written announcements of its vacancy or vacancies which were mailed to college or university placement centers.

**A. AGENCIES CONTACTED**

	1	2	3
AGENCY NAME:			
MOST RECENT DATES OF CONTACT:			

**B. ADDITIONAL RECRUITMENT METHODS:**


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**IV. EFFORTS TO CERTIFY, ASSIGN AND DEVELOP FULLY QUALIFIED PERSONNEL**

Have you considered developing a "Plan to Develop Fully Qualified Educators" in cooperation with other education agencies in the region pursuant to Section 80026.4? ☐ Yes ☐ No

If no, please explain why.

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- a. Have you established one or more Commission-approved internship programs, including a District Intern program? ☐ Yes ☐ No

If yes, list each IHE that co-sponsors one of these programs. If no, please state reasons why internship programs have not been established.

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**Employment Statement**  
**(Including Consent-Board Approval)**  
**LIMITED (ASSIGNMENT) EMERGENCY TEACHING PERMIT**

The County Superintendent of Schools (or, if submitted by a State Agency, the Head of the State Agency) has reviewed the information contained in this Employment Statement and certifies the following:

1. This Employment Statement and Consent-Board Approval Form is submitted in support of an application for a Limited (Assignment) Emergency Teaching Permit.
2. The person, whose credential application this Employment Statement and Consent-Board Approval Form is submitted in support is:

Name of Applicant \_\_\_\_\_  
 (Print or type) Last First Middle  
 Social Security No.: \_\_\_\_\_

3. This person is currently employed and will continue to be employed in the:

Name of school \_\_\_\_\_  
 Name of district \_\_\_\_\_ CDS Code \_\_\_\_\_  
 Name of county (or state agency, if applicable) \_\_\_\_\_ CDS Code \_\_\_\_\_

4. (Brief description of assignment) The assignment which is to be covered by the Limited (Assignment) Emergency Teaching Permit, if granted, includes the following:

a. List subject(s) to be taught if departmentalized classes, or designate if self-contained class:

\_\_\_\_\_  
 \_\_\_\_\_

b. List grade(s) to be taught: \_\_\_\_\_

c. Specify portion of school day (periods or percentage of time) to be taught: \_\_\_\_\_

5. The situation or circumstances that necessitates the use of an Emergency credential holder are described below (use and attach additional sheet, if necessary):

\_\_\_\_\_  
 \_\_\_\_\_

**CONSENT-BOARD APPROVAL**

I hereby consent to the teaching assignment as described in Section 4 of this form.

Teacher to be assigned: \_\_\_\_\_  
 Name (print or type) Signature Date

I hereby consent to the assignment of the above named teacher as described in Section 4 of this form. Further, I hereby certify that all of the information contained in this form is true and correct, and that prior approval of the assignment described in Section 4 of this form has been granted by the local governing board.

District Superintendent: \_\_\_\_\_  
 Name (print or type) Signature Date

County Superintendent of  
 Schools (or Head of State  
 Agency, if applicable): \_\_\_\_\_  
 Name (print or type) Signature Date

NOTE: Service in the employ of a *public school or school district* requires the signature of both the district superintendent and the county superintendent of schools. Service in the employ of a *county superintendent of schools office* or a *private school* requires the signature of the county superintendent of schools only. Service in the employ of a *state agency* requires the signature of the Head of the State Agency only.

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## VERIFICATION OF COMPLETION OF APPROPRIATE COURSE WORK AND/OR ADMITTANCE TO PROGRAM

### INSTRUCTIONS TO THE INSTITUTION:

Please fill in the applicant's name and **check the box that applies**, then sign this form and return it to the applicant so it can be attached to his or her application for reissuance of the Emergency Permit.

The verification of admission to a credential program and completion of units toward the credential should be verified by the person designated by the Dean or head of the Education Department to sign recommendations and waiver statements for credential purposes.

\_\_\_\_\_  
 (Print or type Name of Applicant)

A. ☐ I certify that the above-named individual **has been admitted** to the:

\_\_\_\_\_ credential program.

and has completed the SIX SEMESTER UNITS (nine quarter units) of course work required for renewal of the emergency credential as indicated on the reverse of this form. Continuing education units, in-service units (unless semester or quarter units are awarded by a regionally accredited college or university), and professional development seminars cannot be used to fulfill the 6 semester or 9 quarter unit renewal requirement. Official transcripts are enclosed.

B. ☐ **We have been unable to admit** this person to our credential program for the following reason(s), but verify that SIX SEMESTER UNITS (nine quarter units) of course work accepted by this institution toward the appropriate credential have been completed. Official transcripts are enclosed.

REASON: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_

Name (Print or Type) \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

Date \_\_\_\_\_